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ABSTRACT

This language arts curriculum guide, principally designed for teaching culturally advantaged pupil of above-average intelligence, aims (1) to specify a relatedness between the subjects comprising the English language arts, (2) to specify behavioral objectives, (3) to suggest learning processes that allow pupils to order their inner feelings by discovering order in their environment, (4) to reveal a continuum of learning experiences for children K-3, (5) to act as a plan book, and (6) to provide direction, expecially for new teachers. For use by teachers, administrators, and curriculum coordinators, the guide classifies the subject areas of English into three major divisions: oral communication, reading, and writing. Each division contains, for each grade level, list of behavioral objectives, suggested materials, and suggested activities. Additional materials include graphs of the classification and stress of subject areas in English for grades K-3. (DD)

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AN ENGLISH LANGUAGE ARTS CURRICULUM GUIDE

K-3

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West Lafayette, Indiana

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PREFACE

Whatever merits this guide may have can be attributed to the professional practices of West Lafayette teachers, the educational philosophy advocated by the administration, the general attitude of the School Board and the community toward improving education, and the consulting services of many friends.

Special acknowledgements go to the following: John Hand, Office of Public Instruction; Ed Jenkinson and Don Seybold, Indiana University English Curriculum Center; Dr. Pose Lamb and Dorothy Light, Purdue University; William Floyd, Paula Woods, Gerry Urich, Paul Fitzgerald, and Julian Plawski, all of the Wabash Valley Education Center; Ken Bush, Bob Bryant, and Larry Martin, all coordinators for the West Lafayette Schools; and Carmen Fabian, who is responsible for the design of the guide. Teachers who have helped to write and revise the first draft of the guide: Thelma Scott, Jacqueline Boyd, Thelma Fleischhauer, Marie Hardy, Sharon Herington, Suzanne Juliussen, Karen Olcott, Marjorie Parnell, Grace Pittman, Emma Starr, Sidney Weeter, Judy Bechtold, Linda Carlson, Susan Castore, Shelby DeBruicker, Hazel Feldheusen, Dorothy Goldberg, Elizabeth Swanson, Beverly Volkman, Eleanor Jonah, Doris Taylor, Joan Windt, Agnes Bass, Dorothy Taylor, Nancy Brown, Aina Clayton, Marian Shaw, Linda Thompson, Mary Dienhart, Bonnie Werner, Ester Miller, Diane Shane, Sherry Dotlich, Christina Gibson, Mary Lynch, Barbara Reynolds, Margaret Thompson, Jane Bullock, Barbara De Salvo, Dorcus McBrayer, Carol Gordon, Mildred Neff.

Bernarr Folta
English Coordinator

Aims: The major aims in the design of this guide are six.

1. To specify a relatedness between the subjects which comprise the English language arts. The drawing on the front cover of this guide illustrates an interlocking of the three communication rings: reading, writing, and oral communication. Language, represented by the extended lines, shape each of the rings. In essence, language is an organic part of all three communicative areas. As represented by the amount of space in the guide given to oral communication, the speaking and listening are central to the K-3 curriculum, not peripheral.
2. To specify what behavior, at this time of the 20th Century, we should expect as a result of our teaching. Some of these objectives will change. Educational research, scientific advancement, and psychological insights into ordering processes will determine these changes.
3. To suggest learning processes which seem to best allow pupils to order their inner feelings by discovering an order in their environment.
4. To project an articulation of the curriculum on vertical and horizonal planes---in essence, to help any reader sense a continuum of learning experiences for children in K-3.
5. To create a plan book for teachers.
6. To provide directions---especially for teachers new to the West Lafayette Community.

Uses: It should be clearly understood that this guide is not the curriculum. What happens in the classroom is the curriculum. The guide was designed to be used in any of the following ways.

1. As a prescription of what we should anticipate in terms of minimum responses from most pupils in given conditions.
2. As a reference for checking what has been covered in previous grades and what will be covered.
3. As a plan book, if the teacher writes-in notes on materials, objectives, and suggested activities.
4. As a reference for designing a pupil evaluation inventory sheet or for evaluating and changing the curriculum.
5. As a book of suggestions for materials and activities.

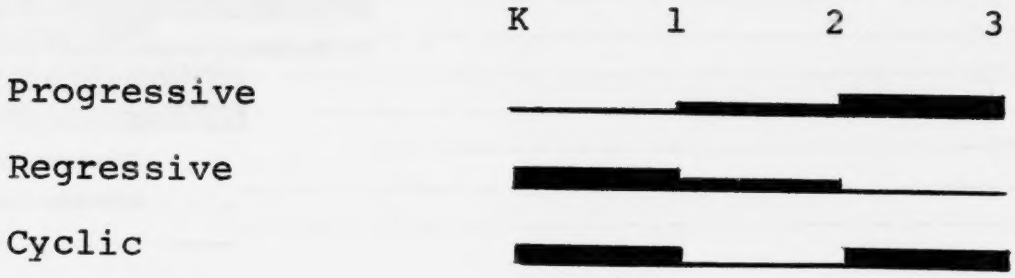
Limitations: To any user of this guide, the following limitations should be kept in mind.

The objectives were designed for the children attending the West Lafayette schools, which for the most part, means culturally advantaged pupils who are above average in intelligence.

Nearly all of the behavioral objectives are listed in terms of what "most pupils" should be able to do in given conditions. Only a few objectives are listed for exceptional pupils at either end of the ability range. Furthermore, the given conditions are subject to change.

How to Read the Guide:

The reader might first note "The Classification and Stress of Subject Areas in English," which is the basic outline of the English language arts used in arranging all of the behavioral objectives for each of the grades. This same outline will be used in Volume II, The Curriculum Guide for Grades 4-5-6. This classification of subject areas in English shows three major divisions: 1.0 ORAL COMMUNICATION--covering both speaking and listening, 2.0 READING, and 3.0 WRITING. Language studies are integrated parts of all three divisions. Each major division has many subdivisions arranged from headings for basic motor perceptual objectives to headings for more complex objectives involving analyzing, synthesizing, and evaluating. Next to each subheading is a stress indicator. The full bar represents heavy stress; the half bar represents medium stress; the single bar represents little stress. Three dominant patterns may be noticed in the stress indicators:



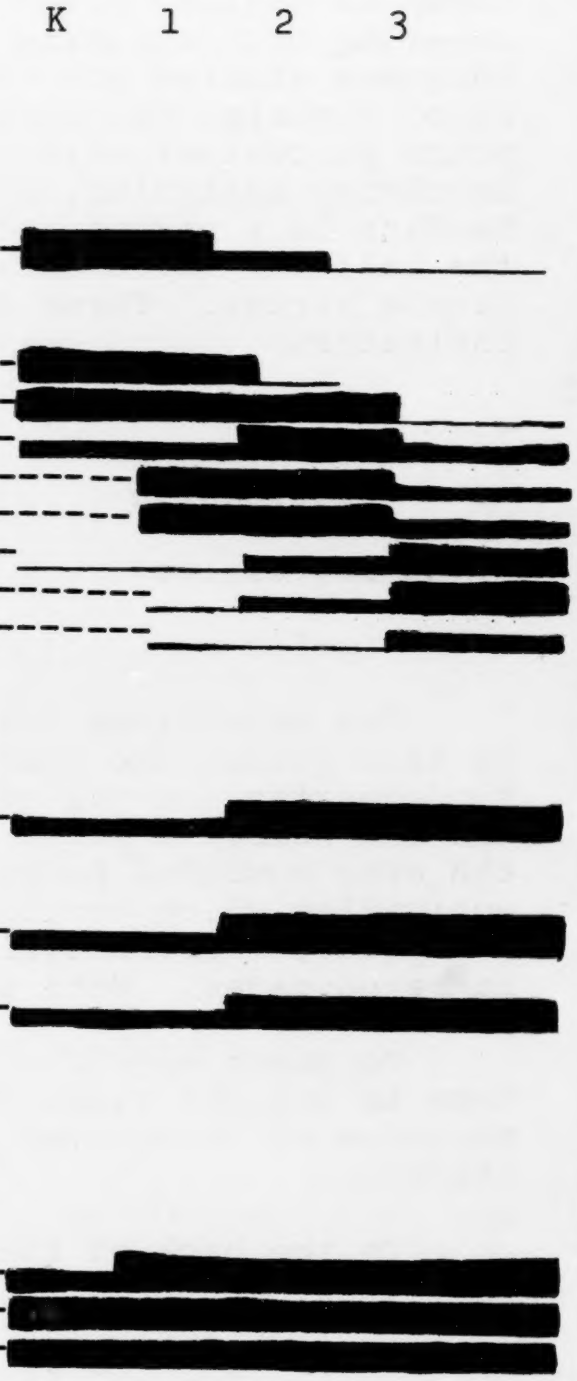
The objectives for the K-3 curriculum are listed by grade levels. In this guide, the grade levels are designated by color. Pages for Kindergarten are yellow; pages for First Grade are blue, and so on. On the odd numbered pages are listed all of the behavioral objectives. On the even numbered pages are listed all the materials and suggested activities which compliment or explain the objectives. The reading of the guide, therefore, is across the odd numbered pages to the even numbered pages. Both pages might be considered as a set.

To check specific objectives throughout the grades, the reader will have to use the classification index in the front of the guide. The sequence of objectives on every grade level is indicated by the indexed headings.

In the back of the guide is a glossary of terms.

CLASSIFICATION AND STRESS OF SUBJECT AREAS IN ENGLISH

1.0 ORAL COMMUNICATION



1.1 Developing Aural Memory and Aural Discrimination

1. With non-linguistic sounds
2. With language sounds
    1. Sequences
    2. Rhyming words
    3. Consonants
    4. Phonograms
    5. Vowels
    6. Syllables
    7. Accents
    8. Juncture

1.2 Understanding the Meanings of Words

1. Associating the symbol with the referent
2. Distinguishing between general and specific meanings
3. Associating patterns of words

1.3 Developing a Code of Behavior in Listening

1. As a receiver of information
    1. Realizing the intent of the speaker
    2. Understanding the main idea
    3. Remembering detail

2. As a communicator with teacher and classmates
    1. Being courteous
    2. Signalling responsiveness

3. As an evaluator
    1. Associating past experiences
    2. Formulating criteria

.4 Speaking to the Class

1. Explaining relationships
    1. Show and Tell
    2. Introductions and directions
    3. Summaries and reports
    4. Reading discoveries
    5. Conclusions

2. Dramatizing plays
    1. Acting out a given part
    2. Inventing a role for a character
    3. Inventing and acting out a story ending

3. Interpreting poems and stories
    1. Choral presentations
    2. Individual presentations

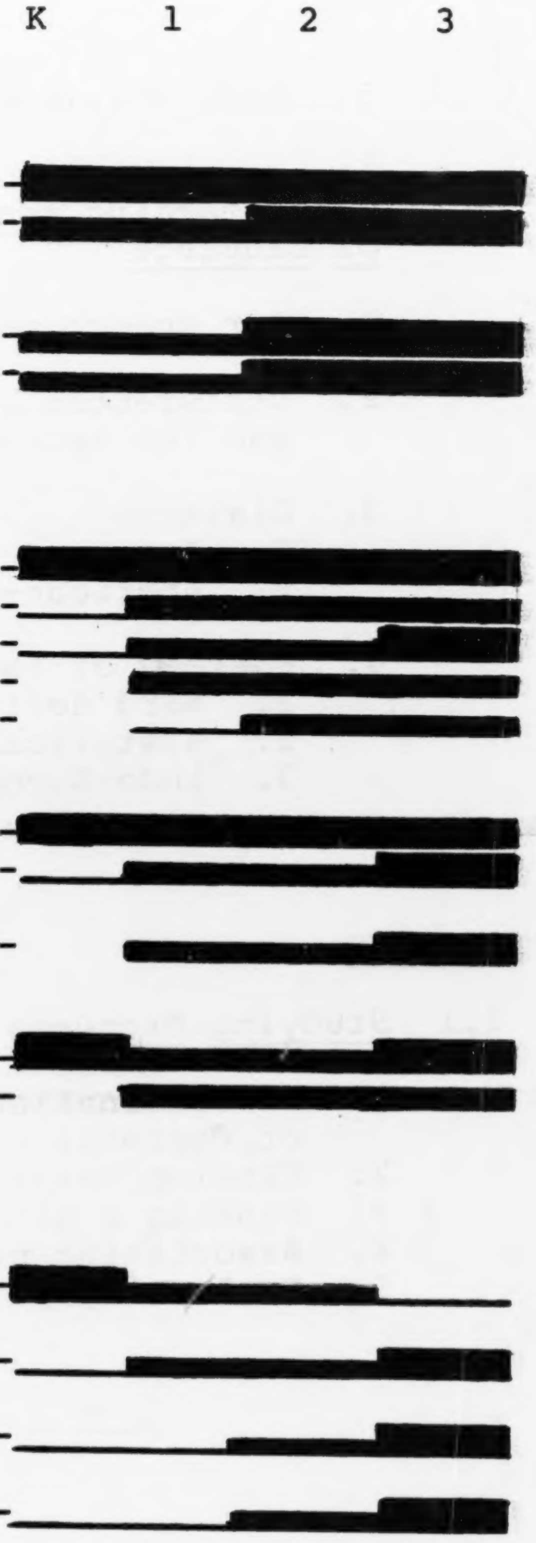
.5 Controlling the Delivery

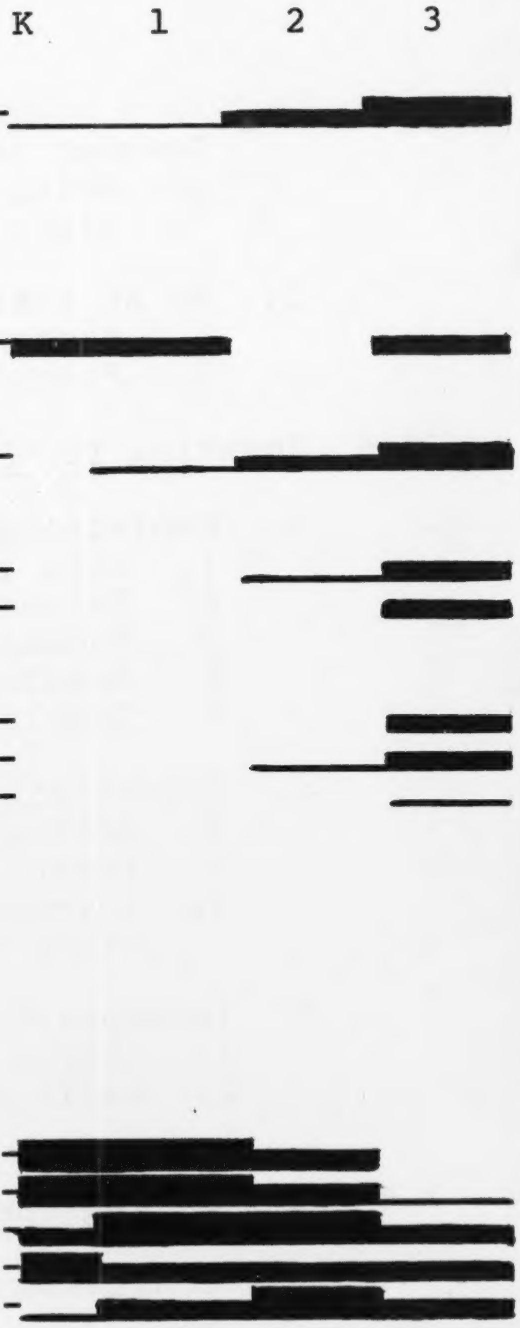
1. Enunciation

2. Volume and pitch

3. Fluency

4. Stress





5. Body Movement---------------------------

1.6 Understanding the Development of Language

1. Our speech mechanisms-------------------------
2. Differences between the written and the spoken language--------------------
3. Dialects
    1. American regional----------------------
    2. American-British-----------------------
4. History of language
    1. Word derivations-----------------------
    2. Historical influences------------------
    3. Indo-European Family-------------------

2.0 READING

2.1 Studying Pictures

1. Discrimination between modes of expression-----------------------------
2. Finding detail-------------------------------
3. Finding a story line--------------------------
4. Associating pictures with self-------------
5. Evaluating pictures-------------------------

2.2 Developing Visual Perception

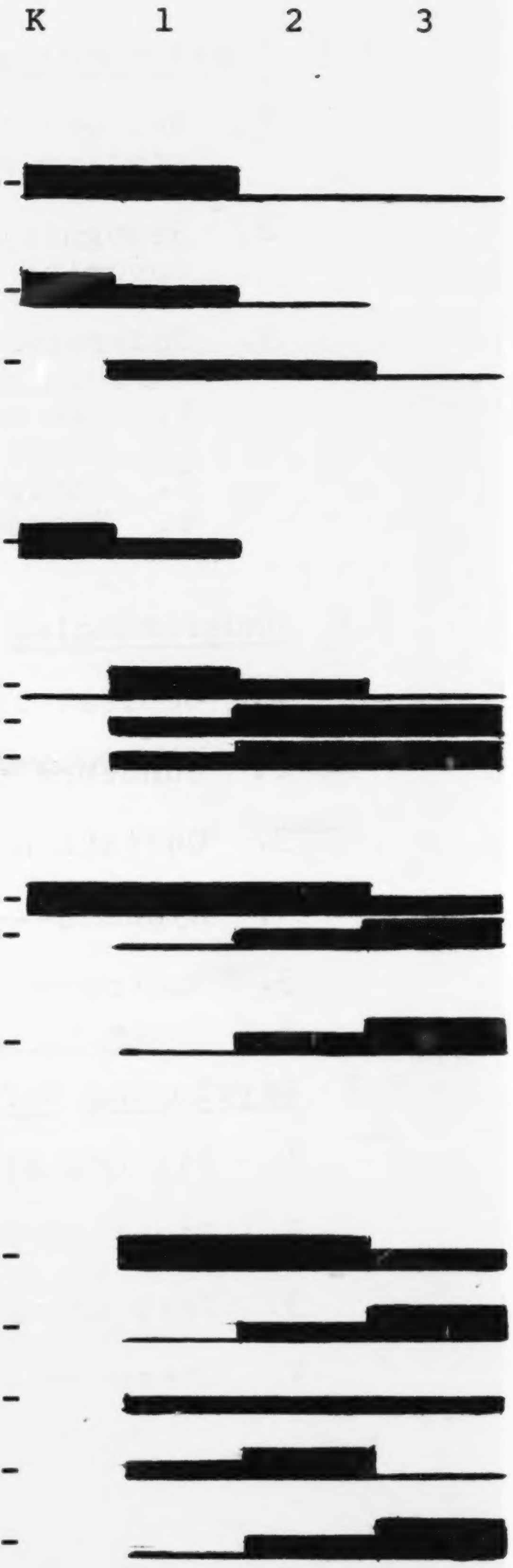
1. Identifying configurations
2. Controlling direction of eye movement
3. Controlling eye fixations

2.3 Decoding the Written Word

1. Learning the alphabet
2. Corresponding symbols and sounds of consonants
    1. Reliable correspondences
    2. Variations
    3. Blends
3. Corresponding symbols and sounds of vowels
    1. Reliable correspondences
    2. Variations
4. Corresponding symbols and sounds of digraphs

2.4 Developing Skills in Structural Analysis

1. Base forms
2. Syllables
3. Derivational affixes
4. Compounds
5. Sentences and phrase units



	K	1	2	3
2.5 Understanding the Meanings of Words				
1. Recognizing words that have similar meanings		■	■	■
2. Recognizing words that have opposite meanings		■	■	■
3. Understanding word meaning through contextual clues				
1. New words		■	■	■
2. Variations of meaning		■	■	■
3. Homographs		—	—	—
4. Homophones		■	■	■
2.6 Understanding Other Graphic Markings				
1. Capital letters		■	■	—
2. Juncture signals		■	■	—
3. Quotation marks		■	■	■
4. Hyphens		—	■	■
5. Contractions and Abbreviations		■	■	■
2.7 Developing Reference Skills				
1. Picture dictionary	■	■	—	
2. Dictionary		—	■	■
3. Text books		■	■	—
4. Thesaurus			—	■

2.8 Interpreting Literature

	K	1	2	3
1. Distinguishing between conventional types of literature		—	▬	▬
2. Reading poetry				
1. Recognizing significant detail about				
1. Descriptions of images			—	▬
2. Order			▬	▬
1. Form				
2. Movement				
2. Seeing relationships between				
1. The poem and the reader			▬	▬
2. The poet's treatment and the main idea			—	▬
3. The poem being studied and other poems			—	▬

K 1 2 3

3. Drawing conclusions about
    1. The main idea------------------------
    2. The merit of the poem------------------

3. Reading fiction
    1. Recognizing detail about
        1. Descriptions of characters------------
        2. Sequence of events------------------
        3. Development of mood------------------
        4. Point of view------------------------
    2. Seeing relationships between
        1. The work and the reader--------------
        2. Conflicting forces within the work-------------------------------
        3. The work being studied and other works-----------------------
        4. The author's treatment and the main idea-------------------------
    3. Drawing conclusions about
        1. The main idea-----------------------
        2. The merit of the work----------------

4. Reading non-fiction
    1. Recognizing significant details-----------
    2. Seeing relationships---------------------
    3. Drawing conclusions----------------------

3.0 WRITING

3.1 Controlling Writing Movements

1. Developing writing muscles---------------------

2. Drawing geometric shapes ---------------------

3. Printing letters

4. Printing words

5. Writing words

3.2 Spelling

1. Reliable phoneme-grapheme correspondences

2. Alternative phoneme-grapheme correspondences

3. Affixes

4. Compound words

5. Borrowed words

3.3 Grammaticality in Writing

1. Word order

2. Capitalization

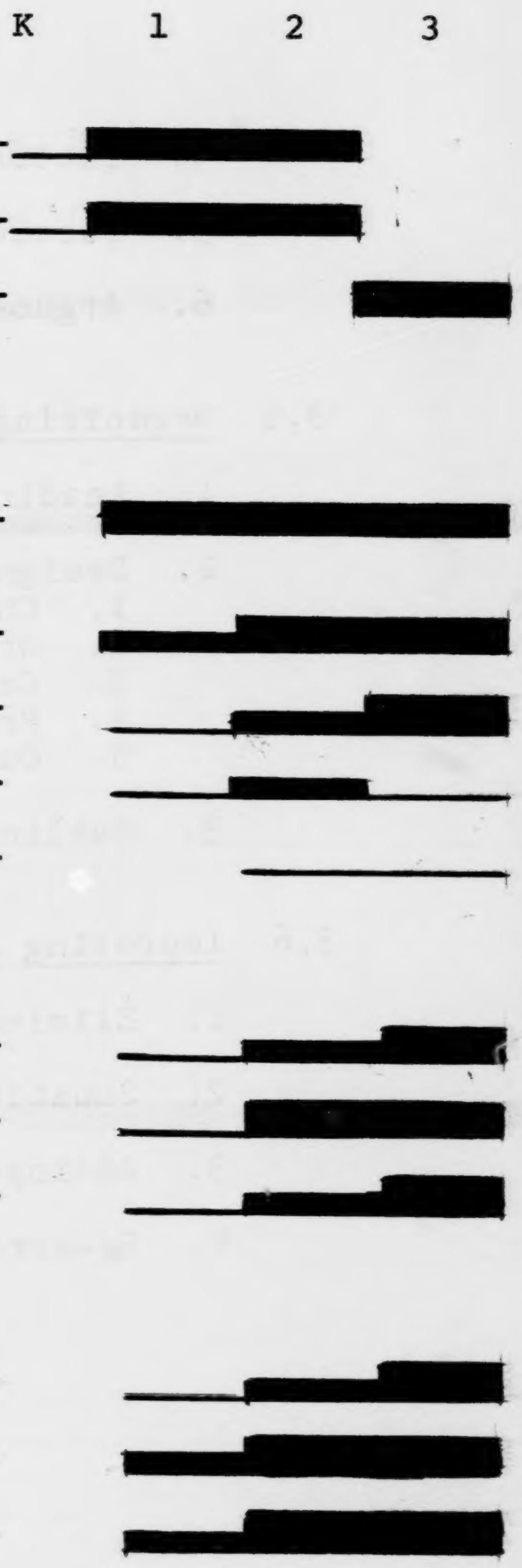
3. Punctuation

3.4 Inventing the Message

1. Rhymes, riddles and poems

2. Imaginative stories

3. Imaginative descriptions



	K	1	2	3
4. Factual narration		─	─	━
5. Factual description		─	━	━
6. Argumentative writing		─	━	━
3.5 Organizing the Message				
1. Leading the reader		─	─	━
2. Designing a sequence				
1. Chronological		─	━	━
2. Gradational		─	━	━
3. Cause-effect		─	━	━
4. Problem-solution			─	━
5. Comparison and contrast				━
3. Outlining				─
3.6 Improving Style				
1. Eliminating		━	━	━
2. Substituting			━	━
3. Adding				━
4. Re-arranging				━

KINDERGARTEN

1.0 ORAL COMMUNICATION

1.1 Developing Aural Memory and Aural Discrimination

1. With non-linguistic sounds.

1. After listening to a high-low range of three sounds made on a musical instrument such as a piano, a xylophone, wood blocks, a triangle, or jingle sticks, the pupil should be able to tell the teacher which note was the highest or the lowest.

By clapping their hands, slapping their knees, or tapping their desks, most pupils should be able to imitate a simple rhythmical pattern given to them by the teacher.

After hearing the teacher or other pupils imitate sounds made by airplanes, trains, buses, fire trucks, and cars, the pupil should be able to tell the class which machine the sound represented.

Most pupils should be able to imitate the sounds made by the various machines mentioned above.

After hearing the teacher or another pupil make the common sounds of an animal, such as a dog, a cat, a horse, a cow, or a sheep, pupils should be able to tell the class which animal the sound represented.

The pupil should be able to imitate the common sounds made by various domesticated animals.

Materials

1. Records: "Strike Up the Band" and "Childhood Rhythms" (By Ruth Evans, P.O. Branch X, Springfield, Mass.)

   Flash cards with animal pictures.

   Instruments for rhythm band.

   Dial-an-animal--a Mattell Toy.

   See Mr. Martin's perceptual motor tests.

   Audubon bird-call records.

   Podendorf's The True Book of Sounds We Hear, Children's Press.

   Wolff's Let's Imagine Sounds, E.P. Dutton & Co., Inc.

Suggested Activities

1. Any of the following might be used in having children imitate rhythm patterns:

   ball bouncing
   hand-clapping
   table tapping
   drum beating
   rhythm stick tapping

   Also, the teacher might have the children follow a leader in marching to music, or she might have the children portray musical rhythms through painting.

NOTE: Some nursery school experiences may have taken the "advantaged child" way beyond what's listed on page 1 as minimal responses. In order to move these children to finer discriminations, it will be necessary for the teacher to survey her class early in the year.

2. With language sounds. Sequencing:	2. Most of the time pupils should be able to repeat short sound strings of words, phrases, or sentences given by the teacher. For example, the teacher might ask the pupil to repeat the following: *banana* *across the living room* *Tomorrow we will chop down the birch tree.* Most pupils should be able to memorize most of the kindergarten rhythm games and songs.
Rhyming:	In choral recitation of jingles and nursery rhymes, the majority of pupils should be able to add rhyming words when the teacher pauses for the class to make additions. Most of the time, pupils should be able to give a rhyming word when the teacher asks: "Now what word rhymes with ________?"
Identifying initial phonemes:	By the end of the year, pupils should be able to identify, in class participation, the initial phonemes of words. (See 2.3 under "Reading".)
Distinguishing between one syllable words and words with more than one syllable:	After hearing three words such as *dog*, *cow*, *rabbit*, pupils should be able to identify the word with the longest sound string.

Materials	Suggested Activities
2. Peabody Oral Language Kit, Primary Level (Available at WVEC).	2. Play games such as "Little Gray Squirrel" "Doggie, Doggie" "Good Morning"
Pitts's *The Kindergarten Book*, Ginn Co. "A Getting-up Song" "Time for school" "Airplane"	Frequently have pupils sing out and act out simple imitative songs.
Margaret Brown's *The Noisy Books* series, Harper & Row.	
Listening and responding to fingerplays: *Sung Under the Silver Umbrella*, Literature Commission, Association for Childhood Education, Macmillan.	

2. Aural discrimination with language sounds (continued). Identifying patterns of speech:	2. By the end of the year, pupils should be able to identify other children's voices when listening to a tape recording.
1.2 Understanding the Meanings of Words	
1. Associating the symbol with the referent.	1. Most of the time, pupils should be able to identify names of animals, plants, objects, and so on after seeing their pictures and hearing what they are called. At the end of the year, most of the pupils should be able to use a picture dictionary in reviewing the alphabet and recently acquired words. Occasionally most pupils should be able to contribute definitions for words being discussed in class. For example, if the teacher asks "What is an aardvark?" or "Does anyone know what an engineer on a train does?" she should anticipate children to give a part of the definition or the whole definition. However, frequently, when children volunteer to give an answer, some of them really don't have a clear answer in mind. If this is the case, the teacher could initiate a follow-up question, or she could say something like: "I bet you will give us a good definition to one of the next words."

Materials	Suggested Activities
2. Scholastic records on dialectic differences: especially prepared for elementary children.	2. Tape record children's voices and let other children in the class try to tell who is speaking.
1. Peabody Language Kit, Primary Level (Available at WVEC).	Play games such as: "Good Morning" "Meow Cat"
My Pictionary, Scott Foresman.	Have two children review a picture dictionary together. Tell them to take turns in explaining what is on the page.

2. Distinguishing between general and specific meanings. Textures:	2. After seeing and touching different textures in the room, pupils should be able to identify smooth, soft, hard, rough, and bumpy surfaces; and be able to tell the teacher and the class that there are many types of texture: some smooth, some soft, some hard, and so on.
	After working with math and science AAAS materials and after listening to the teacher give labels to various geometric shapes discussed in kindergarten, most pupils should be able to identify the following as types of shapes: rectangle, square, triangle, circle, ellipses rectangular solid, cube, pyramid, sphere, cylinder, and cone.

Materials	Suggested Activities
2. SRA Teacher's Manual. Cardboard shapes (Teacher made). Blocks--all sizes. Flannel graph (board). Mr. Fabian's Phono-Lingual materials. Wooden shapes for tracing. Sand table. Consonant Lotto (Garrard Publishers). AAAS science materials.	2. Introduce terms: Texture. Have pupils find something in room that is smooth. Have pupils bring to class something that is soft. Have pupils make a collage of articles that are rough. Have pupils make an abstract picture of textures: With thin paper (such as newsprint) and a crayon, let pupils copy different textures. Then have them cut out shapes and paste on construction paper. Introduce term: Shape. Cut out cardboard shapes to let pupils feel and manipulate. Label shapes for pupils. Frequently cut out a different geometric shape for pupils to use in designing houses, robots, trees, or any object they wish. Then, present all shapes and let the children make objects of their own choosing. Have pupils copy patterns such as letters, numerals, and shapes.

2. Distinguishing between general and specific meanings (continued).

After having manipulated a number of blocks, pupils should be able to select those of the *same* size.

As directed by the teacher, pupils should be able to arrange blocks in graduated order: small to large or large to small.

Size:

By mid-year, most of the pupils should be able to (1) distinguish between blocks of several different sizes, and (2) invent *their own* labels for the size categories:

-small
-large
-big
-tiny
-medium
-giant
-regular
-king
-monster

In class discussions toward the end of the year, most pupils should be able to signal their awareness of relativity about size. *For example*, if the teacher held a crumb of bread in her hand and asked "Is this a large piece of bread? Could it ever be considered large?", most pupils should be able to reply something to the effect that an insect might think of the crumb as being large.

3. Associating patterns of words.

Classifying sets:

When given sets of words like *doll*, *ball*, and *stuffed animal*, most pupils should be able to tell a common label for all of the words.

Materials

Suggested Activities

2. Ask pupils to cut out pictures of big and small objects. Then have them make-up their own words that would describe the bigness or the smallness. Ask the pupils to share their pictures and words with the class. If the class should not include comparisons, give two examples and suggest that they make up their own:

   The Apollo 11 rocket was as big as a lonely skyscraper.

Through informal discussions about word choices, pupils should be able to distinguish between general and specific meanings in many ways, not only in meanings related to texture, shape, and size. Frequently when pupils use expressions such as It's an animal, or It's a bug, or It's a man, the teacher can ask questions that will lead pupils to more specific choices. The teacher can help the pupils to visualize levels of meanings.

3. Associating patterns of words (continued).

Classifying sets:

When given sets of words like *walking*, *eating*, *hopping*, and *running*, pupils should be able to tell which word does not fit into the set.

Conjoining through comparisons:

In informal discussions about words, most pupils should be able to use comparisons when conjoining two unlike objects. Examples of common comparative conjoiners are:

...as tall as...
...as happy as...
(It walks) like...

Arriving at meaning through contextual patterns:

From the context of spoken sentences, most pupils should be able to guess at meanings of common words used in different contextual patterns. For example, pupils should be able to guess at the different meanings for the word *runs* here:

He runs the lemonade stand.
Our clock runs all the time.
I hit two home runs.

Adding to base sentences:

After the teacher demonstrates how to make-up adverbial phrases of place that describe the position of subjects in pictures, pupils should be able to invent phrases of place and put them in sentences.

EXAMPLE: Teacher: Where is the man standing?
Pupil: The man is standing *in the street*.

Materials	Suggested Activities
3. Donald Durrell's materials on vocabulary building: Sets A and B, Harcourt-Brace and World.	3. The teacher can make-up many of her own word games that are really fun for young children. List here those which proved to be most informative as well as entertaining.

1.3 Developing a Code of Behavior In Listening

1. As a receiver of information.

Realizing the intent:

1. Through their body attitude, and focus of attention, pupils should signal that they are ready to listen
   - -closely for directions
   - -carefully for a story line
   - -casually for something relaxing.

After listening to the teacher read a beginning paragraph of a story, most of the time pupils should be able to tell the teacher and the class whether the story is:

- -a fairy tale
- -a mystery
- -a true story.

(Pupils should be able to identify clues in the context of the story and in the intonations of the teacher.)

Understanding the main idea:

After hearing a story read to them, pupils should be able to tell the class, in general terms, what the story was about.

Toward the end of the year, most of the pupils should be able to identify morals in lesson-type stories read to them.

Materials	Suggested Activities
1. Grade Teacher magazine. Scholastic Book Club. Ellis's Kindergarten Log. Consult with school librarian for other listings of stories.	1. Whenever possible, include other media with the stories that you read to the class. Check WVEC's film and filmstrip catalogues to determine which materials would be easily available. Also check tape recording catalogs. The tapes Unlimited Company has two cassette tapes which are ideal for Kindergarten: "The Ugly Duckling" and "The Giant Who Needed a Friend." Set up tape recorders so pupils can privately listen to stories. Study the reactions on the children's faces to see how involved they become with what they listen to. Tape record your own readings of stories and have children listen to them.

1. As a receiver of information (continued).

Most of the pupils should be able to identify the main characters and the main events in a story after hearing it read by the teacher.

Most pupils should be able to give the main sequence of events in a simple story read to them.

Most of the time, pupils should be able to answer questions about significant detail in a story read to them.

After listening to other pupils give informal reports in "Show and Tell", most pupils should be able to answer questions about significant detail in the report.

In listening to informative types of talks about customs, habits, traits, programs, and so on, most pupils should remember enough about the talk to ask "explaining" questions--- questions which ask "how" or "why".

Pupils should be able to follow the teacher's directions for picture-drawing, game-playing, and number work.

If the directions are given clearly, most pupils should be able to follow game instructions given by another student.

K

Materials	Suggested Activities
1. Harold Lasswell's "The Creative Teaching of Listening", *Creative Teaching of the Language Arts in the Elementary School* (James Smith, Ed.) Allyn and Bacon.	1. Tell the class a short story with many details. Have pupils include as many details as possible in a picture drawing.
	Dictate letters, shapes, and numerals for the pupils to write.
	Have some pupils give directions to others in small groups.

2. As a communicator with teacher and classmates. Being courteous:	2. By the end of the year, most pupils should be able to demonstrate courtesy in group discussions by: -paying attention most of the time when others are speaking -waiting their turn to answer or speak -signalling for the floor by raising a hand -restraining from unconstructive criticism about other pupils' speech. In social conversations, pupils should be expected to demonstrate their awareness of politeness by saying "Thank you," "You're welcome," and "Please," whenever the situation warrants.
Signalling responsiveness:	When the teacher asks a question before the class to evoke a response to an oral presentation, pupils should be expected to ask questions and make statements freely. (The teacher should be aware that some shy pupils will not ask questions before a large groups, even though they do want to respond. The teacher helps the response through a question. Many children will answer in unison. Noisy responses to questions should be anticipated frequently.)

Materials

Suggested Activities

2. Study how pupils use questions and respond to questions in small group work. How often do they ask questions of each other? What kinds of questions do they ask? Do they try to use questions in order to obtain information? Do they ask questions to establish a friendship? Do they ask questions merely to be heard? Do they ask questions to embarrass?

Make up a list of simple questions which pupils will be able to answer. Give the question and have the pupils transform the question to statements:

T: Is school open today?

P: School is open today.

Or a reverse of this process in a game:

T:	I see a (clock).	Statement.
P:	Where is the (clock)?	Question.
T:	There is the (clock).	There + Statement.
P:	Oh, there is the (clock)!	Emphatic Statement.

3. As an evaluator. Associating experiences:	3. To demonstrate some choice in what they listen to, pupils should be expected to express like or dislike by: -making statements such as "That was a scary story!" -asking questions such as "Will you read that again?" -clapping hands.
Formulating criteria:	In commenting that a story was "The best I ever read" or that the story was "a good spooky story," most pupils should be able to give one reason why the story was good. (Note: The reason given may well fit into a criteria for judging stories. In discussing the reasons given by various pupils, the teacher might attempt to relate them in establishing a criteria for evaluating stories.)
	After listening to a story read by the teacher, pupils should be able to do the following in group discussion: tell which story to them was the most exciting and give reasons for their choice.

1.4 Speaking to the Class

1. Explaining relationships. Show and Tell:	1. By the end of the second semester, most pupils should be able to perform in "Show and Tell" without being prodded.
Giving directions:	Most of the pupils should be able to explain to other children how to play a game.

Materials

1. Harry Greene's Developing Language Skills in the Elementary Schools, Allyn and Bacon, Inc. (See "Language in the Kindergarten," Chapter 4.)

1. Explaining relationships (continued). Summaries:	1. Most pupils should be able to give brief summaries of their favorite T.V. shows, T.V. characters, or films. Pupils should be able to summarize what their families did on trips or visits. After listening to a story read by the teacher, pupils should be able to do the following in group discussion: -briefly tell what happened in the story -briefly describe the most exciting part of the story -make an evaluative statement about the story: I liked the story because...
2. Dramatizing. Acting out parts:	2. Frequently each pupil should act out an assigned role in a Mother Goose story or in any fanciful situation. Pupils should be able to pantomine simple roles such as a bear walking, a man climbing a ladder, a lady ironing, or a diver swimming.
Inventing a role:	All pupils should be able to contribute ideas for a group play. (Every pupil should be involved in a creative dramatic class production.)

Materials

Suggested Activities

2. Read to the class one of the following stories and ask pupils to act out and improvise the lines for one of the characters: The Three Bears, The Billy Goats Gruff, Three Little Pigs.

   In helping the pupil to develop imagination and bodily control, have the pupils do some of the following pantomines:
   - a duck waddling
   - a frog jumping
   - a bear walking
   - a person skating or raking leaves.

   (See suggested activities for plays on page 24.)

3. Interpreting.	3. In choral recitation, pupils should frequently perform in saying the "Pledge of Allegiance," rhymes, songs, and short poems. Frequently, each pupil should individually perform in reciting finger play games, nursery rhymes, brief stories and so on.
1.5 Controlling the Delivery	
1. Enunciation.	1. Through the help of the teacher, the speech therapist, and the examples set by other pupils, most pupils who come to kindergarten poorly enunciating common words should be able to significantly improve enunciating most "problem" words by the end of the year. When the speech therapist visits the class to talk about and demonstrate sound productions and control of facial muscles, most pupils should be able to copy the therapist in controlling facial muscles for the production of vowel sounds given by the therapist. Most pupils should be able to copy the teacher or the speech therapist in the enunciation of given words. (See 1.6.)

Materials

1. James Smith's Creative Teaching of the Language Arts in the Elementary School, Allyn and Bacon.

Suggested Activities

2. Dramatizing (continued from page 22).

   Have pupils make up their own plays and act them out. Utilize the following:
   - hand puppets
   - paperbag puppets
   - stick puppets
   - paper mache' puppets

   - flannel board
   - pictures of people in magazines
   - children's drawings

2. Volume and pitch.	2. By mid-year most pupils should be able to speak loud enough to be heard in informal class discussions. To add expression in choral recitation or to their roles in a play, most pupils should be able to demonstrate a short range of pitch variances.
3. Fluency.	3. When the teacher creates an atmosphere for pupils to talk freely in group discussions, most pupils should be able to "chime in" and significantly add to the spontaneity in group sharing.
4. Stress.	4. While playing a part in a play or while participating in a choral presentation, pupils should demonstrate the use of stress as a signal for emphasis.
1.6 Understanding the Development of Language	
1. Our speech mechanisms.	1. In discussing with the speech therapist how humans produce sound, most pupils should: -distinguish between given voiced and unvoiced sounds by placing the hand in front of the mouth to feel the puff of air when the sound is voiced as in the initial p sound of pan or to note no puff of air with the t sound as in hit.

Suggested Activities K

1. Invite the speech therapist to come in and explain sound production.

1. Our speech mechanisms (continued).

1. Continued from page 25:
   - demonstrate a relaxing and a tightening of the vocal cords by various pitch changes.
   - demonstrate to the class where the tongue should be placed for the formation of initial sounds of given words.
   - demonstrate to the class the formation of the lips in producing initial vowel sounds of given words.

2.0 READING

2.1 Studying Pictures

1. Discriminating between modes of expression.

1. In informal class discussions, pupils should be able to:
   - point to those pictures which suggest a story.
   - distinguish between pictures which suggest a true story and those which deal with fantasy.
   - point to pictures that have meaning only in design or color.

   (Note: Free interpretation should be encouraged. Some pupils may find a story line in abstract pictures, whereas others will not.)

Materials	Suggested Activities
1. The following prints: Hans Christian Andersen Jungle Sunset, Rousseau The Bath, Cassatt Castle and Sun, Klee Underwater Garden, Klee African and American Indian art. News pictures about events.	1. Select a picture such as the picture by Hans Christian Andersen and have a pupil tell a story about one of the happenings in the picture. Select a picture such as Jungle Sunset by Rousseau and have the pupils tell what they see.

2. Finding detail.	2. In looking at a given picture, most pupils should be able to cite many details and explain what the details suggest. (Pupils should be able to note such things as numbers of boys and girls, ages, expressions, of moods, race, and economic status.)
3. Following a story-line.	3. After three or four times of discovering story-lines with the class, pupils should be able to invent their own stories about a given picture. Most pupils should be able to offer a logical explanation of the sequence of pictures in a comic strip such as "Peanuts." Most pupils should be able to contribute to the writing of a dialogue for a comic strip. Pupils should be able to arrange pictures in a proper sequence to tell a story.

Materials

2. Mr. Fabian's phono-lingual material.

   Chart pictures.

   SRA prints.

   Pictures from Weekly Reader and Art Gallery.

   Interesting magazine pictures.

   Pictures from Peabody Oral Language Kit, available at WVEC.

Suggested Activities

2. The following is an example of dialogue which might be conducted with Mr. Fabian's phono-lingual material.

T: Where are the people in the picture standing?
P1: They are in the street.
T: How many boys do you see?
P1: I see three boys.
T: What are they doing?
P1: They're playing ball.
P2: One is riding a bike.
T: What else do you see?
P1: I see a house, a bus, and flowers.
P2: I see a rock.
T: And what time of the year is it?
P1: It's summer.
T: Why do you think it's summer?
P1: The children are wearing summer clothes.
P2: And there are flowers, and the trees have leaves.

Note: Whenever appropriate, encourage pupils to give their oral responses in full sentences.

3. From a set of five pictures, have children select one picture for an experience chart story.

   In having children make up their own stories about pictures, the teacher might:
   - -Tape record a pupil's story concerning a sequence of pictures.
   - -Show the pictures and have the class listen to the tape at the same time.
   - -(continued on page 32)

4. Associating pictures with self.	4. In studying pictures, pupils should be able to identify those objects which he has seen, tasted, felt, heard, or smelled; and most pupils should be able to describe "how they felt" in responding to the objects. Through some art form (using crayon, chalk, fingerpaint, clay, painting, papermache', or sewing), pupils should be able to express freely their response to an experience suggested by a picture. (For example, the teacher might show the class a set of five pictures and say "Take one of these five pictures and think about it carefully. Then take your crayons and the paper I will give to you and draw a picture of what your mind sees when thinking about the picture." The teacher can help the pupils think by asking pupils to give their responses to the pictures orally.)
5. Evaluating pictures.	After examining pictures, most pupils should be able to give an opinion orally as to whether they like or dislike a picture and through the help of the teacher's questioning, they should be able to give a reason for their opinion. In response to questions by the teacher, pupils should be able to identify colors and images which suggest a mood in a picture.

Materials

Suggested Activities

3. Continued from page 30:

   Have groups of pupils select background music to accompany a pupil's story about a picture.

2.2 Developing Visual Perception

1. Identifying configurations.	1. Pupils should be able to identify the numerals 1-10 on flash cards and on the calendar. Most pupils should be able to identify the printed form of their own names and other class members' names. By the end of the school year, most pupils should be able to identify the printed names of holidays, months, and days of the week from the calendar and say them to the class.

K

Materials

1. Teacher-made calendar with the names of the months and days of the weeks clearly written out. No abbreviations.

   Teacher-made charts

Suggested Activities

1. Have pupils memorize names of the days.

   Sing songs: "Mulberry Bush".

   Talk about activities which happen on a certain day:

   Speech teacher comes on Wednesday.
   Library day is Thursday.
   Cartoon day is Saturday.
   We go to church on Sunday.

   Have pupils associate holidays or events with the name of the months:

   September - School starts
   October - Halloween
   November - Thanksgiving

   Have each pupil learn the printed form of his own birth date.

   Write names on the chalkboard for various jobs in the room. Have a chart of the jobs with pupils' names.

   Have children help pass out papers which have names written on them. At first, the teacher will have to say the name on the paper.

   Have pupils bring in brand names on cereal boxes.

2. Controlling direction of eye movement. Front to back:	2. When using a picture book, pupils should be able to demonstrate their understanding of the story's beginning in the front of the book and proceeding to the back.
Top to bottom:	After the teacher helps the pupils to identify the top and the bottom of various objects in the classroom and the top and the bottom of dittoed pages being worked with, pupils should be able to follow the teacher's directions which call for an identification of tops and bottoms of papers.
Left to right:	Pupils should be able to follow the teacher as she points to letters arranged from left to right on the chalkboard, and they should be able to anticipate the teacher's next movement in pointing. (A test for this might be the teacher's asking "Now can you tell me what letter (or number) I will point to next?)
	Pupils should begin identifying from the left when responding to the teacher's question: "What are the shapes on the chalkboard (or the pupils' worksheets)?"

Materials

2. Ebersole and Kephart's Steps to Achievement for the Slow Learner (Chapter 10: "Pre-Reading"), Charles E. Merrill Publishing Co.

   Mary Ray's Probe, Educational Services, Inc.

   William Braley's Daily Sensorimotor Training Activities, Educational Activities, Inc.

   Fitzhugh's Plus Program Series: Shape Completion and Shape Analysis and Sequencing, Allied Educational Council.

   Mary Platts's Spice, Educational Services, Inc., P.O. Box 219, Stevensville, Michigan 49127.

Suggested Activities

2. In helping the children to distinguish between top and bottom, the teacher may want to use these clues:

   > "The top of the page is where your name is usually written."
   >
   > "At the bottom of the pages I will give to you, you will find a page number."

   When writing activities on the chalkboard or flannel board, always begin on the left and proceed to the right; move from top to bottom.

   Use finger-play games to help the child distinguish between right and left.

   Have pupils practice walking forward, backward, and sideways on the four inch side of a 2" x 4" x 10' board. When the four inch side is mastered, have the pupils work on the two inch side.

   Trace the body of each child on a large piece of brown paper. Have the pupils cut out the shape and color in details. Then have the pupils label various parts of the body: right knee, right foot, and so on.
   (See NOTE on page 38.)

2. Controlling direction of eye movement (continued).

2. By the beginning of the second semester, pupils should be able to point to the beginning of a sentence written on the chalkboard and indicate that movement in reading is from left to right.

At the end of kindergarten, most pupils should be able to identify all major parts of the body:

head
shoulders
elbows
wrists
knees
ankles
hands
feet
eyes
ears
nose
mouth

2.3 Decoding the Written Word

1. Learning the alphabet.

1. Pupils should be able to identify most of the capital and lower case letters of the alphabet.

2. Identifying consonants.

2. When hearing words like dog and snake together in a set, most pupils should be able to distinguish between the word that begins with the "s" sound and the word that begins with the "d" sound. And after reviewing the letters of the alphabet, pupils should be able to distinguish the written forms of the words by identifying the initial consonants.
For example: The teacher might write the words dog and snake on the board and say:
(Continued on page 39.)

Materials

For 1 and 2:

Mr. Fabian's Phono- Lingual material.

My First Dictionary, Grosset and Dunlap.

Continental Press materials ("Beginning Initial Sounds")

Continued on page 40.

Suggested Activities

2. Continued from page 36:

NOTE: "Before a child can order things in his surroundings, he must establish a reference point: the realization of his own body, its parts, and what each can do. Various kinds of physical activities aimed at establishing this reference point will help the child project outward, in a position to develop reading, writing, and speaking skills."

-Larry Martin
Physical Education Coordinator

The teacher might test children's eye movements as follows: Hold up a pencil in front of a child and tell him "Don't move your head--just your eyes, and follow my pencil." If a child is not able to follow the pencil as requested, the teacher should seek advice on dealing with this perceptual-motor problem.

For 1 and 2:

Introduce letters by using Mr. Fabian's Phono-Lingual materials.

Use a picture dictionary (MY FIRST DICTIONARY). Show where a letter is located and read all the words which start with that letter, showing the pictures as one reads.

2. Identifying consonants (continued).

2. Continued from page 37.

"I have written two words on the board. One word is snake and the other is dog. Can you tell me which word is dog?" Then the teacher might underline the first letter of each word and say "By looking at the first letter of each word, tell me which word is dog." The follow-up question might be: "How do you know that this word is not snake?" (The teacher can make up many simple sets of words to help pupils identify initial consonants.)

2.7 Developing Reference Skills

1. Picture dictionary.

1. By the end of kindergarten, most of the pupils should be able to locate pictures for words that begin with a given letter. For example, the teacher might say "Can you find the pictures for words beginning with the letter 's'?" (After the pupil finds the correct section, the teacher might use this as a follow-up question: "Now can you tell me what letter of the alphabet will come next?")

2.8 Interpreting Literature

See 1. under 1.3 and 1.4.

Materials

1 and 2 continued from page 38:

Apples 'n' Trains 'n' Things, A collection of Games and Devices to Strengthen Reading Skills, Available from WVEC:

- Game #7 - Tic-Tac-Know
- Game #19 - Sight Vocals
- Game #33 - Alphabet and Relay
- Game #39 - Bee's

1. Very First Words, Holt, Rinehart, Winston.

   My Pictionary, Scott Foresman.

   My First Dictionary, Grosset and Dunlap.

Suggested Activities

1 and 2:

After discussing words which begin with the same letter, have the children draw 3 or 4 pictures which begin with that letter or sound--referring to the dictionary if help is needed.

Keep the alphabet in order somewhere in the room so the pupils can refer to it and get the order of the letters in mind.

3.0 WRITING

3.1 Controlling Writing Movements

1. Developing writing muscles.

1. Most pupils should be able to color within lined figures used for coloring in kindergarten.

   Pupils should be able to trace figures from teacher-made tracing stencils.

   By the end of the year, most of the pupils should be able to write their own names on a straight line.

   By the end of the year, after the class has practiced various writing exercises, most pupils should be able to draw:
   - a circle
   - a series of connected circles
   - a figure (such as a snowman) made-up of circles
   - a straight line across the page, made with a straight-edge
   - diagonal lines in a triangle
   - curved lines, made away from and toward the median axis of the body
   - a series of steps
   - vertical and horizontal lines
   - a line from the center of the circle to its circumference
   - a lazy eight figure
   - a series of connected humps
   - a series of connected loops
   - a series of connected waves
   - a series of shapes on a line, above a line and below a line.

Materials

1. Ebersole and Kephart's Steps to Achievement for the Slow Learner, Charles Merril Co.

   Mary Platts's Spice, Educational Service, Inc.

   Crayons or primary pencils.

   Unlined drawing paper.

   Mr. Fabian's Phono-Lingual material.

   Sand table, chalkboard, sandpaper figures and shapes.

Suggested Activities

1. Gradually throughout the year, move from "free" non-restrictive types of writing assignments to those which are more confining. Move from large areas to small areas.

   NOTE: Readiness for pre-writing is closely related to body coordination needs for pre-reading. Please check "Developing Visual Perception," pages 33-37.

2. Drawing geometric shapes.	2. By the end of the first semester, each pupil should be able to draw the following shapes: circle, triangle, square, rectangle, and ellipse.
3. Printing letters.	3. By the end of the year, most pupils should be able to print most of the letters in the alphabet.
4. Printing words.	4. By the end of the first semester, all pupils should be able to print their own names. Pupils should be able to help dictate class letters and stories to the teacher; and most pupils should be able to copy what the teacher has written.

Materials	Suggested Activities
2. SRA Math Manual for Kindergarten. AAAS science material.	
3. Wooden letters, numerals and shapes.	3. After discussing the capital and lower case letters in the Phono-Lingual materials, illustrate the formation of the letters by drawing the letters on a chalkboard. Have the pupils write the letters on unlined paper. Make frequent use of the sand table and chalkboard for those pupils who have some difficulty writing. Cut letters from sandpaper for pupils to feel. Let the pupils use a set of wooden letters for tracing. Have pupils repeat applications of Elmer's Glue on construction paper in making shapes of given letters. Experience then becomes kinesthetic.
	4. Generally, most of the pupils can write their names by the time they come to school. If the pupil cannot write his name upon entering school, write the pupil's name on an unlined name card and have him copy his name.

GRADE ONE

1.0 ORAL COMMUNICATION

1.1 Developing Aural Memory and Aural Discrimination

1. With non-linguistic sounds.

1. Pupils should be able to identify warning signals sounded by the teacher, class members, or a recording. Pupils should be able to explain the meanings of warning signals such as sirens on ambulances, fire trucks, and police cars; fire alarms; school bells or buzzers; oven timers; and railroad crossing bells.

In class discussion, most pupils should be able to help compose a list of "Sound Signals without Words." When talking about how people communicate, the teacher might ask "Can you think of how we sometimes signal to each other with sounds that are not words?" With the teacher's help pupils should be able to add examples such as:

- clapping hands to applaud a performance
- cheering crowd at a game
- groaning to show dissappointment

Pupils will add many more here.

After discussing how some sounds without words may signal, most pupils should be able to discuss with the teacher "What Is Needed for a Sound to be a Signal."
Conclusion to be drawn: There must be a sender and a receiver. The sound must contain a message.

Materials	Suggested Activities
1. SRA records.	
Films from WVEC: F80078 "Rainshower" F40354 "Fly Away" F40523 "What Kind of Feet Does a Bear Have?"	Show the film "Rainshower" and have pupils develop a sequence of sounds which could announce the coming of a storm.
	Have children make-up puppet stories, using sounds other than words.
	Have the children close their eyes and listen as you tap on the chalkboard, bounce a ball, or clap your hands. Pupils should be able to identify the sound and the number of times the sound was made.

9x

2. With language sounds.

2. Most of the time, pupils should be able to repeat accurately short sound strings of "relatively difficult" words given by the teacher. For example, pupils should be able to repeat the sound strings for the following: *space module*, *Pacific Ocean*, *Rumplestiltskin*, and *ridiculous*.

Sequencing:

After hearing the teacher give a sentence containing three to six words, most pupils should be able to tell the teacher how many words were stated in the sentence. (This type of aural discrimination helps to prepare the pupils for word discrimination in reading. Many nonreaders are not aware that "talk" is made up of separable units called words.)

After seeing a set of scrambled words such as *CAT* *IS* *NAT* *A*, most pupils should be able to arrange the words into a sequence that communicates:

Nat *is* *a* *cat*.
Is *Nat* *a* *cat*?
A *cat* *is* *Nat*.

In working with this type of sequencing problem, the pupils must draw upon both their ability to read and their oral language experiences. The pupils must try out patterns and listen for a pattern their minds will accept.

1

Materials	Suggested Activities
	NOTE: Since tradition has given a heavy stress to the teaching of reading in first grade, some teachers may feel no need to emphasize listening and speaking activities. Consequently, in some cases oral communication gets crowded out by reading. The importance of teaching speaking and listening in the primary grades can not be underestimated.
See Fries's Merrill Linguistic Readers, Teacher's Guide, Charles E. Merrill Books, Inc.	
	Listening for a sequence beyond the sentence: Have pupils play "Story Relay." Let one pupil begin the story with a sentence. Then call on other pupils to add their sentences. Help the class to accept or reject sentences which can not logically fit into a sequence.

2. With language sounds (continued).

Sequences:

Near the end of the year, when discussing kinds of detail to include in a short descriptive writing assignment, most pupils should be able to imitate phrase and sentence patterns given by the teacher. For example, if the teacher has the class use animal pictures for writing descriptive narratives about "A Trip to the Zoo," she may want the class to "talk out" kinds of description that could be included in the writing. She might ask everyone to select an animal and to make up a phrase or a sentence that would be patterned after the phrase or sentence that she gives. (See page 50.)

Rhyming words:

In class discussions all pupils should be able to help develop a rhyming list for words such as the following:

cat
pan
top
map
sun
hen
ball
pill
tell
fear
log
peep
find
hide
late
feet
fort
hand
lick
nose
book
duck
back
walk

When having fun with rhyming words in class discussions, all pupils should be able to make up sentences which rhyme internally:

I sat on his lap to study the map.
I took the book to get a look.
The pill will still be on the sill.

Materials	Suggested Activities
	2. In having the class pattern phrases and sentences, the teacher may want to use the following sequence: Subject: The lion . . . Subject and Verb Parts: The lion is resting. Place Modifier: The lion is resting in a tree. Expanded Subject: The sleepy lion is resting in a tree.
Check language cards in the Milton Bradley Linguistic Series: Can You Read?	Have pupils make up rhymes which other classmates are to finish: "It rhymes with fat, mat, cat: Daddy wears a ____."
WVEC film: F40351, "Poetry for Beginners."	Have pupils make up stories containing rhyming words: "A rat hid under the hat. A fat cat found the rat. The cat said 'Scat!'"

2. With language sounds (continued).

Consonants:

2. After the teacher has reviewed phonemic and graphemic correspondence of initial consonants, pupils should be able to tell what initial consonant was repeated in a set of words read by the teacher. For example, the teacher might say: "Listen to each of the following words in this set. Tell me what consonant is used to begin each of the words: back, banana, ball, bench."

After the teacher gives several words beginning with the same consonant, most pupils should be able to add words that have the same initial consonant.

Frequently pupils should be able to find magazine pictures of referents for words that begin with a particular consonant being studied.

After the teacher reviews the phonemic and graphemic correspondence of initial consonants in given words, and after pupils have completed written exercises dealing with the identification of words beginning with the same consonants, all pupils should be able to make up sentences which repeat initial consonants:

> Donnie Donkey digs dandelions
> and daisies in dusty ditches.

Materials

2. Check the following sets of transparencies at WVEC:

   3 M Transparency Masters

   Visucom: "Dictionary Skills," Volumes 1 and 2.

Suggested Activities

2. "Come-Letter-Come" is a guessing game in which the teacher begins by spotting an object in the room and then giving a word-clue to the class. It goes something like this:

   T: "Come-Letter-Come."
   Ps: "What do you come by?"
   T: "Wink."
   P: "Is it a wall?"
   T: "No."
   P: "Is it the window?"
   T: "Yes. Your turn to make us guess."

   "Lost Squirrel" is a game played with three drawings of trees and a cut-out of a squirrel.

   1. Draw three trees about two feet high on the chalkboard.
   2. Label each tree: maple, pine, birch.
   3. Cut out squirrel about three inches high.
   4. Give a word beginning with m, b, or p, and have one of the pupils take the squirrel to the tree that has a name beginning with the same consonant. If the word given by the teacher begins with m, the pupil should take the squirrel to the maple tree.

2. With language sounds (continued). Phonograms:	2. After the teacher introduces "blends" in decoding, and after the class completes exercises in identifying pictures for which the names contain given blends, most pupils should be able to make up sentences in which a given blend is repeated: *Sh*aggy *sh*eep *sh*iver and *sh*ake in the meadow. In discussing common bound morphemes such as the *-ing* form of verbs and the *-er* affix to some nouns, pupils should be able to develop a list of words ending in the given morpheme and experiment with the use of the words in sentences. (See Understanding the Meanings of Words on page 63.)
Vowels:	In listening to the teacher's sounding of words in sets (such as *can*, *man*, *ran*, and *hen*), most pupils should be able to tell the teacher which word contained a vowel sound that was most unlike the vowel sounds in the other words.

Materials

2. Check WVEC for Visucom transparencies on blends: Volumes 1 and 2.

   Robert Emans's "Phonics: A Look Ahead," *Elementary English*, NCTE, May 1969.

Suggested Activities

"Jack in the Box" is a game to help pupils discriminate between words with different vowel sounds. The teacher can begin by having all of the pupils stoop on the floor as though they were "Jacks in a Box." For the children the object of the game is to pop up when the teacher sounds a word containing a vowel sound most unlike the vowel sounds of other words in a given set. The teacher might say: "*Sit* - *map* - *hit* - *mit*." When hearing the word *map*, the children would pop up.

2. With language sounds (continued). Syllables:	2. In the second semester, when the teacher presents various polysyllabic words which the pupils will encounter in reading, most pupils should be able to tell the class how many sound units they hear in a given word. In a beginning experience with pupils listening for syllables, the teacher might say "Tell me if you hear one or two syllables in the following words...". Later she might ask for responses to two and three syllable words. (It is important to note that there are two systems of syllabification; one for the written word and one for the spoken word. Pupils should be aware that the spoken language and the written language are related but not identical.)
Accents:	Studying accents is a very sophisticated task for first grade pupils--even for third graders; but most first grade pupils should be able to listen to words such as given, standing, and brighter and tell which syllable in each word "sounds the loudest."
Juncture:	After the teacher explains that in writing a period signals an end to a sentence, and after pupils identify periods at the end of sentences in reading texts, most should be able to tell the teacher where periods should be placed in a two sentence set sounded by the teacher. At first the teacher might make the pause between the two sentences very noticeable. As she reads more sentences, she might include follow-up questions such as "Why didn't you put the period between ...?"

Materials

2. SRA kit.

   SRA listening materials.

   3 M transparency masters at WVEC.

   Check catalog from Tapes Unlimited Company:
   #3012
   #3013

Suggested Activities

2. Make up chart with two columns of words: Have pupils read the first column and tell how many vowels and syllables they hear in the word. Then have pupils do the second column:

   Boat
   By
   End
   Hat

   Baby
   Wanted
   Cannot
   Swimming

   While listening to words given by one pupil, have the class clap or tap the number of syllables they hear in the words.

   Have the pupils read the words on their activities sheet and write the number of syllables they hear:

Quickly	2	Longest	2
Go	1	Sailing	2
Working	2	Get	1

1.2 Understanding the Meanings of Words

1. Associating the symbol with the referent.	1. In talking about "the more difficult words" which will be encountered in reading, most pupils should be able to tell what the words mean. The teacher should anticipate the pupils' speaking vocabularies to be far ahead of the vocabulary in the reading texts. After hearing the teacher or other pupils explain the meanings of new words from stories read by the teacher, most pupils should be able to tell the meanings for 80% of the words discussed. After the teacher and the pupils discuss the meanings of new words needed in the working vocabularies for science, math, and economics, all pupils should be able to use the terms correctly. For example, in math pupils should be able to use the following when referring to a problem: add, subtract, more than, less than, equals, and sets.
2. Distinguishing between general and specific meanings.	2. When discussing description in both written and oral expression, most pupils should be able to distinguish between general and specific responses. For example, in the following sets, pupils should be able to say the letter of the sentence which "tells more" information:

Materials

Suggested Activities

NOTES: With the home-background that our pupils have, the pupils themselves are some of the best sources for teaching vocabulary.

If the teacher is excited about introducing new words to the class, the pupils will be excited about learning new words.

When sharing new words with the class, the teacher might:
- -ask the pupils to explain the meaning of the word used in a given context
- -give examples of various ways the word might be used in sentences
- -ask the pupils to consider what affixes can be added to the word
- -ask some pupils to use the new word in a sentence
- -ask the pupils to give words which have a similar meaning
- -ask the pupils to give words which have the opposite meaning.

2. Distinguishing between general and specific meanings (continued).

2. Continued from page 57.

A. I ate food.
B. I ate a candybar.

A. I went to the drug store.
B. I went to the store.

A. I went home.
B. I ran home.

After talking about home shelters of various creatures, most pupils should be able to distinguish between the use of general words such as home, farm, forest and more precise choices such as pen, sty, den, lair, cave, stable, barn. For example, if the teacher asks "What do we call the 'home' of a chicken?", some pupil should be able to come up with coop or chicken coop. After hearing the word and discussing its meaning, most pupils should be able to use the word in written and oral expression.

In talking about various animals, most pupils should be able to tell the difference in the meanings of the following:

cow - calf
cat - kitten
dog - pup
lion, fox, bear - cub
duck - duckling
goat - kid
horse - colt
sheep - lamb

1

Materials

2. Marlene Glaus's From Thoughts to Words, NCTE. (Available in most of the elementary schools' professional libraries. Also available at WVEC.)

The careful framing of questions by the teacher and the use of pictures will help to el~~l~~icit the desired responses for getting pupils to distinguish between the general animal name such as cow, and the more specific name attributed to the young animal, such as calf.

NOTE: The behavioral responses listed on page 59 are examples of types of distinctions children should be making. What is read, discussed, and written about in class will provide many other opportunities for similar types of distinctions.

3. Associating patterns of words.	3. After talking about names for "groups of things" most pupils should be able to volunteer answers to questions such as:
Classifying sets:	"What do we call a group of sheep?" "...a group of bees?" "...a group of fish?" "...a group of Indians?" "...a group of pups?" "...a group of people?" "...a group of numbers?" After hearing a set of three words such as spin, turn, and circle, most pupils should be able to tell how all of the words are alike in meaning. When given a set of four words such as the following, most pupils should be able to tell which word is the most different in meaning and give a reason for the difference. tree, limb, leaf, mailbox house, window, street, door hat, hood, scarf, string river, lake, stream, look crayon, pencil, paper, pen
Arriving at meaning through contextual patterns:	After the teacher carefully frames a new word in a contextual pattern which gives clues to the meaning of the word, most pupils should be able to tell the teacher what the word means.

1

Materials	Suggested Activities
3. Marlene Glaus's *From Thoughts to Words*, NCTE.	
	The selection of words here will depend on what is being read and discussed in class. In making up sentences with new words, the teacher might direct the class to look at *what the word is describing*, *how the unknown referent for the word is acting*, or *how the unknown referent for the word is being acted upon*.

3. Associating patterns of words (continued). Adding to base morphemes:	3. When discussing the use of common prefixes such as *un-*, *dis-*, and *re-* and suffixes such as *-ly*, *-able*, and *-less*, most pupils should be able to apply the affixes to words they already know and explain the change in meaning.
Adding to base sentences:	See "Sequencing" on top of page 49.

1.3 *Developing a Code of Behavior in Listening*

1. As a receiver of information. Realizing the intent:	1. After the teacher readies the class for a listening experience, most pupils should signal their understanding of the purpose in their listening. By their facial expressions, body attitude, and focus of attention, pupils should be able to signal that they are ready for "Show and Tell," directions for seatwork, a story, a report from a special guest, and so on. The teacher should not expect the children to be quiet all of the time. However, the self-discipline of most first grade pupils will be considerably better than it was in kindergarten.
Understanding the main idea:	After listening to stories read by the teacher or played on a tape recorder, pupils should be able to tell the main things that happened to the main characters.

Materials	Suggested Activities
	1. In preparing the class for a listening experience, tell the pupils what to listen for: "Listen for three parts..." "Listen for one sound that is repeated over and over again." "As you listen to the story, ask yourself 'Would I do that if I were Billy?'" "After I finish reading the story aloud, tell me what three things happened to Jane." "As you listen to this story think of another story which..."

1. As a receiver of information (continued).	1. After the teacher reads two stories to the class, one having a moral and the other not having one, most pupils should be able to tell the class which of the two stories had a lesson, and most pupils should be able to explain the lesson. One conclusion that should be drawn by the pupils is that some stories have lessons and some do not.
	After listening to a speaker give a report, most pupils should be able to summarize the most important ideas in the report. (The teacher should anticipate pupils to make summary statements in one or two sentences.)
Remembering detail:	After a report is given or a story is read aloud, most pupils should be able to answer questions which call for an understanding of sequence: "What was the last thing that Bill talked about in his report?" "Who did Mary first talk to?" "What was the second danger that the lion faced?"
	After listening to stories, most pupils should be able to tell the teacher which descriptive words made the character sound favorable or unfavorable. It's very likely that the pupils will not know what favorable or unfavorable means, so the teacher might use other terms here.

Materials

Suggested Activities

1. NOTE: The teacher should anticipate children forcing a lesson even when the story may not have one. If the pupil finds a lesson which is not apparent to everyone else--including the teacher, the teacher might use follow-up questions to find out more about the associations made by the pupil.

NOTE: While listening to a pupil summarize the main ideas of a story or a report, it's important for the class to become involved in accepting or rejecting the summary. The teacher might search the room for signs of agreement or disagreement and ask other pupils to give their summaries. The teacher should encourage the class to openly express differences of opinion about what was really stated.

1. As a receiver of information (continued).

Remembering details:

1. When listening to a selected descriptive passage read by the teacher, most pupils should be able to tell how a character in the passage might feel. (In guiding the pupil to responding, the teacher might have the class look at the following kinds of detail:
   - -The actions of the character
   - -The words spoken by the character
   - -The words spoken about the character
   - -The way the character is being acted upon by others
   - -The description by the author.)

In listening to stories, pupils should be able to tell the class which words, phrases, sentences--or images add tension (suspense, intrigue, conflict, excitement) to the story.

After carefully listening to a poem, most pupils should be able to tell the teacher how the poem sounded: "bumpy," "fast," "slow," and so on.

In listening to descriptive passages (especially poems), most pupils should be able to identify "sound words" such as bang, splash, swish, and boom.

Pupils should be able to follow the teacher's directions when she tells the class "Turn to page 10," or "Write your name and the date at the top of your paper" and the pupils should be able to follow other simple directions for seatwork.

Materials	Suggested Activities
1. James A. Smith's The Creative Teaching of the Language Arts in the Elementary School, (Chapter IV, "Listening"), Allyn and Bacon.	1. The following are three suggestions for classroom experimentation with listening. 1. Set up unique conditions for listening. For example, have the pupils listen to a poem and then three records which might serve as background music for the poem. Ask the pupils to select the record that best fits the mood in the poem. Tape record your reading of the poem, and use the record they selected. 2. Show the film "The Ant and the Dove," available at WVEC. Turn the sound off and have pupils explain what happened in the movie. Turn on the sound and show the movie again. Ask pupils questions about the use of sound. 3. Ask the more fluent readers to make reading tapes for other pupils, and have all pupils make reading tapes for themselves.

2. As a communicator with teacher and classmates.	2. Through the teacher's example and suggestions, most pupils should begin cautioning others about unconstructive criticisms. (What should be encouraged by both the teacher and the pupils is an "open market of ideas"--a positive attitude toward the acceptance and rejection of ideas.) By their attentiveness and their asking "how" and "why" questions, most pupils should frequently signal a willingness to find out more about a topic being discussed. In working with other pupils in small groups, most pupils should be able to cooperate in following directions given by another pupil.
3. As an evaluator.	3. After listening to a set of stories read by the teacher, most pupils should be able to tell which of the three stories they enjoyed the most; and they should be able to give a reason for their choice. (The teacher might anticipate a repeated reason to be: "It was the most interesting." Through follow-up questions, the teacher might find out what the pupil means by "interesting.") When asked to pick out "good points" about another pupil's report, most pupils should be able to specify what in the content or the delivery enhanced the report.

1.4 Speaking to the Class

1. Explaining relationships. Show and Tell:	1. Frequently pupils should bring to class various things such as new toys, fossil or rock or shell collections, pictures, and so on; and tell the class something about them. At first, the teacher might give the class some ideas about what kind of information should be included in a "Show and "Tell" report: -Tell what it is. -Tell where you got it. -Tell how long you have had it. -Tell why you brought it in.
Directions:	To a small group of pupils, most pupils should be able to explain how to play a game or how to go through a short sequence of steps in an assignment.
Summaries:	After reading an "outside story" most pupils should be able to explain the story to a small group of pupils. The pupil should describe the main characters and give the main sequence of events.
	Related to special reports in science and history, most pupils should be able to explain the main ideas of what they have read, provided that the teacher helps by asking questions.

Materials	Suggested Activities
1. Mabel Henry's Creative Experience in Oral Language, NCTE.	1. This is a takeoff on "Show and Tell": 1. Often encourage a different child to bring in a small object such as a top, comb, cup, and so on. 2. Have the child bring the object to class in a paper bag. 3. Tell the child to hold the bag up to the class and give a brief description of the object in the bag. The speaker is to select descriptors that are not "dead give-aways." The class is to listen carefully and try to guess what is in the bag.

1. Explaining relationships (continued). Reading discoverings:	1. In addition to summarizing various stories, most pupils should be able to tell the teacher one "new thing" learned about any of the topics related to outside readings.
Conclusions:	In sharing opinions about stories, most pupils should be able to: -Tell which part in a story was the most exciting -Give reasons for liking or disliking stories -Compare stories and tell which was the most believable and the most exciting.
	Frequently in class discussions, pupils should be able to tell how they feel about persons, events, animals, trips, and so on. (See page 74.)
2. Dramatizing plays.	2. Often pupils should be able to act out assigned parts of stories being read in class.
	In acting out assigned parts, pupils should be able to play various types of roles--not particularly one character type.
	Frequently pupils should be able to pantomine a story or use puppets to act out a story read by the class.

Materials	Suggested Activities
	1. In having pupils share their feelings about given topics, have the pupils write out question topics for class discussion. Ask the pupils to write their questions on cards. Put the questions in a box, and let children draw the topic questions.
2. Mabel Henry's *Creative Experiences in Oral Language*, NCTE. James Moffett's *Drama: What is Happening*, NCTE.	2. Encourage pupils to adapt stories and poems to plays, or to invent their own productions. It is amazing what they can come up with. One pupil at Cumberland made up a "poem-play" on the spot and asked if he could have the class act it out. The teacher was surprised but said "Go ahead." The pupil selected the cast for his spine-tingling drama, asked the teacher to narrate the thing, and, with the class, acted out the narration. Time: five minutes. Afterwards he came up to the teacher and said, "Did you notice how I got everyone in the room involved?"

2. Dramatizing plays (continued).	2. After the teacher gives the class a story situation, pupils should be able to improvise the dialogue and action for characters they portray. (Story situations are such matters as setting, character types, conflicts.) Frequently pupils should be able to invent their own endings for plays and act them out.
3. Interpreting stories and poems.	3. Often pupils should be able to read stories and poems for choral presentations. Later in the year, pupils should be able to give most of the first grade songs, rhymes, and rhythm games by memory. Frequently pupils should be able to read aloud poems and stories before small groups of pupils. See "Fluency," page 77.
1.5 Controlling the Delivery	
1. Enunciation.	1. Through the help of the speech therapist, and the teacher, most pupils who do not have speech impediments should be able to eliminate serious enunciation problems by the end of first grade.

Materials	Suggested Activities
2. Two WVEC films which can be used for play adaptations: F 40018 "Rumplestilskin" F 40019 "Peddler and the Monkeys"	2. Have pupils select characters from a short story which will serve as a basis for a play. Discuss staging productions with the class, and invite other classes or parents to attend the class performance. From a large cardboard box, cut out a facsimile of a TV set, with the screen area large enough so that pupils can get inside the box. Have pupils give their own series of TV shows.
3. *Poetry Speaking for Children*, Gullen-Gurrey Expression Co., 4th Edition. *Choral Speaking and Speech Improvement*, Educational Publication Corp. Nellie Ryan's *What Every Teacher Should Know*, Lyon and Carnahan Co.	
	1. NOTES: Anticipate about 20% of the children needing to meet with the speech therapist at the beginning of the year. However, throughout the year, the percentage should be reduced considerably. (continued on top of page 78.)

1.5 Controlling the Delivery (continued)

1. Enunciation.	1. See "Sequencing," page 47.
2. Volume and pitch.	2. While reading aloud to small groups, most pupils should be able to speak loud enough so everyone in the group can hear. By the end of the year, most pupils should be able to add expression in reading aloud by controlling the pitch of the voice on three different levels.
3. Fluency.	3. Toward the end of the year, after the pupils have practiced reading aloud often, most pupils should be able to pause between sentences long enough, so the sentences will not sound "run together."
4. Stress.	4. In choral reading most pupils should be able to follow others in emphasizing words as instructed. When reading aloud toward the end of the year, most pupils should signal an awareness of meaning by emphasizing key words and phrases in stories and poems. In most cases the key expressions will be verbs; conjoiners like but, so, and and; adjectives following the verb is or a sense verb; and dialogue.

Materials	Suggested Activities
	1. NOTES (continued from page 76): Anticipate class having a wide variation of dialectical differences. Avoid trying to change the pronunciation habits attributive to a region or a socio-economic class.
2. Fries's Merrill Linguistic Readers, Teacher's Edition, Charles E. Merrill Books, Inc., page 12.	2. As Fries puts it: "...children will use the patterns of intonnation naturally if they realize the meaning of what they are saying. The oral reading must become the telling of the meaning which they have received from the written word."

1.5 Controlling the Delivery (continued)

5. Body movements.	5. When talking or reading to the class, pupils should be able to sit or stand straight most of the time.

1.6 Understanding the Development of Language

1. Our speech mechanisms.	1. In imitation of the teacher or the speech therapist, most pupils should be able to accurately "capture" facial expressions that are used in the production of vowel sounds and blends. After listening to the teacher explain how given phrases or sentences can be spoken with different pitch variations, most pupils should be able to consciously experiment with pitch as they read aloud. (See "Pitch," page 77.) See "Sequencing," page 49.
2. Differences between spoken and written English.	2. Near the end of the year (after demonstrating a high degree of self confidence in attacking words, after completing many writing assignments, and after hearing the teacher explain several variations between phonemic and graphemic correspondences), most pupils (continued on page 81.)

2. Differences between spoken and written English (continued).

2. Continued from page 79:

should be able to cite examples of two major differences between the writing and speaking systems. For example, pupils might give any of the following:

- Some letters represent different sounds, as with "hard" and "soft" sounds represented by c and g.
- At times different letters can be used to represent the same sound, as so, toe, and blow.
- In the writing system, punctuation marks are used to signal how something might be said.
- Pronunciations may vary but the spellings are the same, as with egg, girl, garage, and tot.

2.0 READING

2.1 Studying Pictures

1. Discriminating between modes of expression.

1. After contributing magazine pictures for a classroom collection of pictures to be used in story telling, writing, and phonics, most pupils should be able to work together in small groups to classify pictures according to purpose. That is, after sorting out various pictures, pupils should be able to say: "These pictures were used to sell things," (continued on page 83.)

Materials

2. Fries's Merrill Linguistic Readers, (Teacher's Edition), Charles Merrill Co., page 5.

1. Discriminating between modes of expression (continued).	1. Continued from page 81: "These pictures show what something new looks like," "These pictures tell a story about something that is true" or "These pictures make fun of things." The aim of this objective is to have the pupils realize that there are people (picture editors) who carefully select pictures in order to communicate a message or a feeling. Pupils should ask themselves "What do they want me to see?" "Why?"
2. Finding detail.	2. While discussing the various classifications of pictures, most pupils should be able to locate details which (1) tell a story, (2) suggest feeling about a person, place, product, and so on, (3) suggest a contrast or a conflict. In essence, pupils should be able to locate details which give the picture meaning.
3. Finding a story-line	3. After looking at four story pictures out of sequence, most pupils should be able to logically arrange the pictures so they tell a story; and the pupils should be able to tell the class what the story is. From an assortment of "Peanuts" comic strip frames or a similar assortment, most pupils should be able to invent their own story sequence and tell the story to the class.

Materials

1. Peabody Oral Language Kit, available at WVEC.

4. Associating pictures with self.	4. All pupils should be able to arrange a series of pictures that tell a story about topics related to what the pupils see in their immediate environment. For example, pupils should be able to put together a picture book that may be entitled *West Lafayette--My City*, *Things Our Family Does Together*, or *Things I'd Like to Do Some Day*.
5. Evaluating pictures.	5. After hearing a story read by the teacher and after studying a set of four to five pictures, all pupils should be able to select one picture which they feel best represents the mood, a character, or a situation in the story; and the pupils should be able to give the reasons for their choices. After studying other pupils' picture books, most pupils should be able to select two or three of the ones which they think are the best and give reasons for their choices.
2.2 *Developing Visual Perception*	
1. Identifying configurations.	1. By the end of first grade, most pupils should be able to identify the configurations for the following: -own name -names of parents, brothers, and sisters -name of teacher -name of school -name of city and state -name of grade

1. Identifying configurations (continued).	1. After the teacher introduces sight words which pupils will soon encounter in reading, and after the pupils practice pronouncing and identifying the words in print, most pupils should be able to identify almost all of the sight words without the teacher's help. Early in the year, the teacher should anticipate pupils meeting this objective with varying degrees of success.
2. Controlling direction of eye movement.	2. See objectives for Kindergarten, pages 35-37. By the end of first grade, most pupils should be able to identify their right side and left side when responding to the following types of directions given by the teacher: "Point to your right knee." "Point to your left knee." "Point to your left elbow."
3. Controlling eye fixations.	3. Throughout the year, all pupils should be able to recognize, in one fixation, the graphic boundaries of each word read in class. Even though the pupils may not be able to pronounce the new word immediately, they should be able to see, in one fixation, the first and last letters of a word. Later in the year, after the pupils have acquired proficiency in decoding, most pupils should be able to see in one fixation short phrases such as the following: a girl, the dog, for me.

Materials	Suggested Activities
	3. Check for eye fixations as the pupil reads aloud. Note the number of eye movements per line. Watch how many times the pupil will return to the beginning of a word if he has difficulty telling what it is. Also, check for the following: -holding book too close -squinting -using finger constantly for a guide -missing lines while reading aloud. Consult school nurse about recommending eye examinations.

2.3 Decoding the Written Word

1. Learning the alphabet.	1. With the exception of those pupils who are using i/t/a, most pupils should be able to identify upper and lower cases of all the letters in the alphabet early in the year. By the end of the year, all pupils should be able to master identification of upper and lower cases of letters in the alphabet.
2. Corresponding symbols and sounds of consonants.	2. See "Developing Aural Discrimination with Language Sounds," page 51.
Reliable correspondences:	After the pupils learn the alphabet and after the teacher prints on the chalkboard three "basic core" words beginning with the same consonant (*map*, *mud*, *mit*) and slowly pronounces each word as she points to it, all pupils should be able to tell the teacher that all three words begin with the same letter and the same initial sound. Pupils should be able to say the letter and produce the sound that it represents. Pupils should be able to make similar types of phonemic-graphemic associations with consonants in end positions: *mat*, *mit*, *met*. (See note on page 90.) In phonic exercises, pupils should be able to add consonant letters to words; the completion of which adds meaning to the sentence. The boy sat on a lo_. The boy _it the ball.

Materials	Suggested Activities
1. Oftedal and Jacob's *My First Dictionary*. WVEC filmstrip: FX40366 "Alphabet of Birds".	1. Display alphabet cards so pupils can see them from all parts of the room. Have pupils make "alphabet books" with pictures and words.
2. Emans's "Phonics: A Look Ahead," *Elementary English*, NCTE, May 1969. Phonics in *Listening*, *Speaking*, *Reading*, and *Writing*. Scott, Thompson, Webster, 1962.	2. NOTE: It should be made clear that not all consonant sounds can be produced in isolation. In the cases of *b* and *g*, for example, as in *big*, the consonant sounds will be dependent on the vowel influence.
Pictures from magazines.	Make a "sound train": Make an engine from an oatmeal box. Use shoeboxes for train cars. On each box print the symbol that represents a sound being studied. Have the pupils bring in pictures of things, the words for which contain that sound. The train will get longer as new "sound" cars are added.
Telephone directory.	Have the pupils look up words and names in the dictionary and telephone directory that have the same beginning sounds.

2. Corresponding symbols and sounds of consonants (continued).

When given letter addition frames in sentences such as The dog is our new _et, most pupils should be able to add consonant letters to make a word that adds meaning to the sentence.

Variations:

After the pupils work with reliable phoneme-grapheme correspondences of initial and final consonants and after the teacher introduces sets of words containing alternative phoneme-grapheme correspondences of c's and g's, most pupils should be able to recognize differences in "soft" and "hard" sounds represented by c and g in words such as:

can	nice
cat	face
could	cent
get	giraffe
give	gem

After dipthongs have been introduced, pupils should be able to note the similarities in sound but the differences in spellings of words such as: better - greater, stopped - cheaper.

Materials
Durrell's Speech to Print (Kit), Harcourt, Brace and World.

Game: "Spin Hard - Spin Soft," Lyons and Carnahan.

2. Corresponding symbols and sounds of consonants (continued).

Blends:

By the end of the year, most pupils should be able to read aloud words containing the following initial blends:

blind
climb
flag
plum
slip

brown
crab
drip
flip
green
print
trip

step
swim
small
spot
snow

street
sprint

3. Corresponding symbols and sounds of vowels.

Reliable correspondences:

3. After learning the alphabet and after seeing sets of words (such as those below and others that take into account *stress* and "word families") and after hearing the words, and after pronouncing the words with the teacher, pupils should be able to associate the vowel letters with the vowel sounds when reading similar types of words in sentences.

rat
cat
mat

ten
hen
men

sit
mit
pit

hop
top
mop

sun
fun
run

After the teacher and the class discuss rhyming words ending in *y* and and after the teacher writes the words on the chalk board, pronounces them and has the class pronounce them, pupils should be able to associate the *y* letter and its sound in words like *sunny*, *funny*, and *happy*.

Materials

2. Mabelle McGuire's Finger and Action Rhymes, T.A. Owens Publishing Co., page 38.

Suggested Activities

2. Have pupils finger play: "Silly Parade."

   Have pupils associate blends with words of objects in pictures.

3. Have pupils change beginning letters of words like met, cat, pine, toy, to make up new words.

   Later in the year when reviewing short vowel sounds, have the class make up five word sentences with short vowels in each of the words:

   Fat Ned is not up.

   Mad dogs sit under elevators.

Note Macmillan's use of sets in working with identification of short vowels.

3. Corresponding symbols and sounds of vowels (continued).

3. After working with a basic core of "short" vowels as represented by the list on page 93, pupils should be ready to work with decoding short vowels influenced by l and r. Pupils should be able to read aloud words such as: ball, tall; tell, bell; far, car.

By the second semester, most pupils should be able to read aloud the words below and others which follow similar spelling patterns:

my me ate make cute hide hope
fly we ape cake mute side coke

Variations:

Throughout the year, after the teacher and the class discuss various "sight" words, pupils should be able to identify words such as: of, do, to, four, for, two, and names.

4. Corresponding symbols and sounds for digraphs.

4. After discussing common words which incorporate two symbols to represent one phoneme, most pupils should be able to locate the digraphs in words and pronounce the words correctly. For example, pupils should be able to identify the digraphs and sound the following words:

pail day meet each boat look
sail say feet eat coat took

(continued on page 97)

Materials	Suggested Activities
3. Check Macmillan Teacher's Edition for excellent suggestions on matching sounds to new words. One in particular that is very clever is the matching of me and now to get the sound-symbol correspondences for meow.	
	When discussing spelling patterns for words like hope - side - make: 1. Tell the pupils that the final e signals a long vowel sound before the consonant. 2. Get the pupils to look at the whole sentence in which the word is used, since the context of the passage offers one of the most significant clues to pronunciation and meaning.
4. Games: "Digraph Hopscotch," Lyons - Carnahan. "Quisma," Milton Bradley. "Magic Cards," Ideal.	

4. Corresponding symbols and sounds for digraphs (continued).

4. Continued from page 95:

boy soil hoe snow people
joy boil toe low

ship church thanks where
shall birch thump when

know write
knife wrong

Through contextual clues and the teacher's help, most pupils should be able to distinguish between the variation of sounds represented by the same digraph as in:

eat bread learn bear

mean thread earn tear

2.4 Developing Skills in Structural Analysis

1. Base forms.

Nouns:

1. Early in the year, pupils should be able to tell the teacher that "plural" means "more than one."

After discussing the meanings of plural forms written on the board, most pupils should be able to distinguish between the pronunciation /z/ in s endings as in dogs, words, wings and the pronunciation /s/ in s endings as in maps, lamps. Pupils should conclude that the symbol s is used to represent both sounds.

Materials

Suggested Activities

4. Have the children make up their own digraph book containing words and pictures. Have the pupils list words according to the sound of the digraph, since many digraphs may be the same in spelling but different in sound.

Early in the year, anticipate some pupils confusing the word there with then, where, or here. Such cases may signal that the pupils need more time in looking at the initial digraph th.

1. Base forms (continued).

1. Later in the year, the more mature reader should be able to associate the pronunciation /z/ with *-es* plural endings as in *dresses*, *churches*, and *ashes*.

Nouns:

Through contextual clues, word order, and the *'s* affix, most pupils should be able to tell that expressions such as *girl's hat* and *Jim's book* mean:

The girl has a hat.

Jim has a book.

Most pupils should be able to tell the difference between plural forms and possessive forms of nouns used in sentences.

After discussing the phonemic-graphemic correspondences of words like *talk*, *jump*, and *help* and after the teacher has the class give examples of bound morphemes which can be added to each verb: talk*s* - talk*ed* - talk*ing*, jump*s* - jump*ed* - jump*ing*, help*s* - help*ed* - help*ing*, most pupils should be able to add the correct ending when presented with the question: "What do I need to add to the underlined word in the following sentences?"

1. Mary always talk___ too softly.
2. Yesterday the crickets jump___ to the moon.
3. My father is help___ me.

Materials

Suggested Activities

1. Frequently, when discussing new words, ask the class for common "endings" to the word. Write the words on the board. Organize the forms into grammatical sets--without giving the forms any labels. When the class completes the listing of endings, have the pupils use the words in sentences.

   See Macmillan texts for meaning and spelling discriminations of pronoun forms you - yours, me - my, we - us.

   See Macmillan texts for ways to have pupils notice similarities and differences between forms like see, sees, seen.

   Use the term "-ing word" for words like running, jumping, storming, racing.

1. Base forms (continued).

Verbs:

1. Later in the year, after seeing and discussing the spellings of words like stopping, running, tapping, pupils should be able to read such words aloud, saying only one sound for the double consonant.

Adjectives:

In discussing the use of words like taller - tallest, slower - slowest, most pupils should be able to use the adjective forms correctly in sentences when asked by the teacher to compare two or three things in the classroom.

Also, when discussing the use of an -er or -est adjective form in reading, most pupils should be able to tell who or what is being compared.

2. Syllables.

2. When the teacher writes on the board polysyllabic words to be sounded by the class, pupils should be able to imitate the sounds of the teacher as she breaks the words down into syllables.

Later in the year, most pupils should be able to read a list of short polysyllabic words and tell how many syllables they hear in each word as they sound the word to themselves.

See "Syllables" on page 55.

Suggested Activities

NOTE: At this level there is no need to use the terms noun, adjective, or verb when talking about the form of a word. What is more important is to have the pupils experiment with different ways the words can be used in sentences.

101-102

2.4 Developing Skills in Structural Analysis (continued)

3. Derivational Affixes.

Prefixes:

3. When seeing new words in context and discussing their meanings, most pupils should be able to identify the base morpheme (base word) and guess at the meanings of the prefixes. For example in words like unhappy, unkind, unknown, most pupils should be able to identify the prefix un and the base (happy-kind-known) and give the meanings of each.

Suffixes:

Also, most pupils should be able to identify the suffixes and the base morphemes in words like helpful, fearless, player, friendship, slowly and guess at the meanings of each.

4. Compounds.

4. When seeing compound words like toothbrush, mailman, horseback, most pupils should be able to tell the teacher what two words make up the compound.

After pupils know what a compound word is, they should be able to form compounds by adding other words to those listed below:

play__________
sun__________
wind__________
rain__________

door__________
birth__________
book__________
over__________

Materials

Suggested Activities

3. Have the class make a word wheel consisting of base morphemes and derivational affixes. After spinning the wheel, have the class accept or reject the matches.

4. To have the class see relationships of words used in some compounds, give the class the beginning of a sentence such as "A busman is a man who..." and ask the class to complete the sentence, using the other word in the compound:

   A policeman is a man who...polices.
   A candybar is a bar of...candy.
   A boyfriend is a boy...who is a friend.

   Compounds like postman and merry-go-round and butterfly, however, will not fit this patterning.

2.4 Developing Skills in Structural Analysis (continued)

5. Sentence and phrase units.

5. When given two columns of sentence parts, such as those listed below, most pupils should be able to draw a line from one sentence part to another, matching the two logically.

Billy is	to Daddy Goat.
Mother Goat ran	Billy didn't eat.
One day	a little goat.

In sentences such as the one below, most pupils should be able to circle the word that completes a logical sequence.

The boy (ran - fat) home.

Is (there - then) a place to go?

After comparing sets of sentences, such as those listed below, most pupils should be able to conclude that words like can, do, did and is may signal a question, if placed at the beginning of the sentence.

I can go.
Can I go?

I do like peanuts.
Do I like peanuts?

They did leave.
Did they leave?

Your mother is home.
Is your mother home?

Suggested Activities
5. See "Sequencing," page 47; and "Controlling eye fixations," page 87.

2.5 Understanding the Meanings of Words

1. Recognizing words that have similar meanings.

1. After seeing or hearing a new word in context, some pupils should be able to answer the question "Can you think of other words which mean the same thing?" (In many cases, pupils will volunteer wrong answers. These pupils should be told kindly that they are wrong.)

   When given sets of five words, such as land - plane - earth - sky - ball, most pupils should be able to circle the two words that are similar in meaning.

   After reading passages such as
   1: "Mary has a new doll. She got it for her birthday."
   2: "Jane watched Bill do a trick. 'I can do that, too,' she said."
   most pupils should be able to answer:
   1: What is it?
   2: What did Jane believe she could do?

2. Recognizing words that are opposite in meaning.

2. When the teacher is trying to improve the focus on the meanings of words by talking about their "opposites," most pupils should be able to guess at antonyms for words such as:

giver	-	receiver
speaker	-	listener
happy	-	sad
friendly	-	unpleasant

Materials	Suggested Activities
2. Paul Witty's *Peppermint Fence*, ("Little Black Pony"), D.C. Heath and Co.	2. Game: "How Would - What Would". Have two pupils dramatize the meanings for "opposite" words. Give them the conditions in sentences such as: "What would a *giver* do in a church?" "What would a pass *receiver* do in playing football?"

2. Recognizing words that have opposite meanings (continued).	2. When given sets of four words such as neat - messy - kind - friendly, most pupils should be able to circle the two words which are opposite in meaning.
3. Understanding word meaning through contextual clues. New words:	3. Through the teacher's help, most pupils should be able to guess at meanings of new words in reading. In most cases, the "guessing" should come after the teacher guides the pupils by asking questions such as "What is the word describing?" "What is the ________ doing?" "What is happening to the _____?" (See page 62.) Occasionally, after the pupils talk about words in given contexts, pupils should be able to act out the meaning when given conditions by the teacher, and then compare the meaning acted out to the meaning discussed.
Variations of meaning:	From clues in the context and from the teacher's help, most pupils should be able to explain the meanings of the same word used differently in two sentences. For example, through the class's response to teacher's questions, most pupils should be able to explain the shades of meaning in the following uses of sliding, character and dumb: A. We had fun sliding across the ice. A. The moon was slowly sliding behind a cloud.

(continued on page 111)

Materials

2. Robert Louis Stevenson's poem "The Swing."

Marlene Glaus's _From Thoughts to Words_, NCTE.

Suggested Activities

3. If after studying the context pupils can not arrive at the meaning for a new word, use the word in other sentences with more noticeable clues. Ask the pupils to guess at the meaning.

Frequently it helps to break down the approach to a word by asking a series of questions:

The runner _jogged_ for three miles.

1. Is the runner standing still or running?
2. Is he moving fast or slow?
3. Why do you think he's moving slow?
   How far is he running?
   Can a person run fast for three miles?
4. Show me how a runner might jog.

3. Understanding word meaning through contextual clues (continued).	3. Continued from page 109: B. You're a crazy character! B. Who was the main character in the story? C. Boy, Charlie Brown, are you dumb! C. Oh, this dumb desk!
Variations of meaning:	With the latter example, the teacher has an excellent opportunity to talk about the "insensitive" use of words with "sensitive" children.
Homographs:	Through contextual clues, most pupils should be able to explain differences in meaning between two words that have the same spelling. In working with the different meanings for words such as pool, pop, well, and tire, pupils should conclude that sometimes two different words have the same spelling.
Homophones:	After having discussed differences in meaning and spelling of common homophones such as son - sun, here - hear, sail - sale, most pupils should be able to circle the correct word 80% of the time when reading sets of sentences such as: 1. The boat will (sail - sale) tomorrow. 2. Did you (here - hear) the question? 3. The wind (blew - blue) all night.
2.6 Understanding Other Graphic Markings	
1. Capital letters.	1. Most pupils should be able to tell the teacher that a capital letter may (continued on page 113)

1

Materials

Suggested Activities

The explanation of the following terms is given to avoid normal confusion about jargon.

homograph:	Words that are the same in spelling but different in meaning and origin.
homophone:	Words that are the same in sound but different in meaning and spelling.
homonym:	A name for homographs and homophones.

Have the pupils make a "pear" tree for pairs of homonyms, synonyms and antonyms. Assign pupils to print each pair on construction paper cut-outs of "pears," using one color of paper for synonyms, another color for antonyms, and another for homophones.

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1. See "Learning the Alphabet," (page 89) for distinctions between upper and lower cases.

1. Capital letters (continued).	1. Continued from page 111: signal (1) the word that begins a sentence, (2) a specific name of something, (3) a title like Dr. or Mrs., or (4) the title of a book.
2. Juncture signals.	2. After considerable practice in reading aloud, most pupils should be able to use intonation patterns which signal an understanding of end markings for statements, questions, and exclamations.
3. Quotation marks.	3. After the class discusses the use of quotation marks to signal "what someone is saying," and after the teacher demonstrates how dialogue might be read aloud, most pupils should be able to: (1) Identify the lines of a direct quote when asked "Read the lines read by ______." (2) Assume a character's role by expressively sounding the words which are in direct quotes.
4. Hyphens.	4. In discussing hyphenated words like *good-by* and *merry-go-round*, pupils should be able to guess at the answers to questions such as: "Why are dashes placed between the words?" "What would happen if no dashes were used in words like *merry-go-round*?"
5. Contractions and abbreviations.	5. Early in the year, most pupils should be able to correctly pronounce and give the meanings of contractions such as *can't* and *didn't*. Pupils should be able to identify common abbreviations such as *Mr.*, *Mrs.*, *U.S.* and *Ind.*

Materials	Suggested Activities
2. Films available at WVEC: F0061 "Sentences that Ask and Tell" F80628 "Punctuation for Beginners"	2. Have the class read aloud the following sentences, distinguishing between intonations signalled for each: Mike has a new bike. Mike has a new bike! Mike has a new bike?
	Early in the year, when pupils are first working with contractions, have the class frame the known word and the added word with missing letters. Ask the class to give the meanings of each part and to note the spellings.

2.7 Developing Reference Skills

1. Picture dictionary.	1. Early in the year, when reviewing the alphabet, all pupils should be able to locate letter sections and give the correct names for objects in the picture dictionary.
2. Dictionary.	2. After the teacher demonstrates how to locate information in a dictionary, most pupils should be able to work independently in using the dictionary as a reference.
3. Text books.	3. Early in the year, after reviewing the table of contents for the primer, pupils should be able to read the table of contents and tell on what pages certain stories can be found. By the second semester, most pupils should be able to locate given words from the glossary.

2.8 Interpreting Literature

1. Distinguishing between conventional types of literature.	1. When asked to tell how the reading material in the *Weekly Reader* differs from the material in the readers, most pupils should be able to tell that the *Weekly Reader* has more about the news, and the reading texts have stories that are not true.

Materials

Suggested Activities

List here other reference skills which you feel are important to teach.

1. The teacher might follow-up with questions like: What is a story? What is a news article? Can news articles be stories? Are the stories in the Weekly Reader true? Are the stories in the reading text true? What kind of writing is this? (Read a poem.) What are poems?

2. Reading poetry.	2. At this level, most of the poetry should be read to the children rather than by the children. See "Listening," pages 63-69.
3. Reading fiction.	3. After reading a story silently, most pupils should be able to name the characters and explain their relationships to other characters.
Details about characters:	By referring to clues in pictures and in the context of the story, most pupils should be able to give their opinion on how a character "felt" about himself or other characters. When the teacher tells the class to find a sentence that supports a given inference ("Find a sentence that tells you Mary is a very brave girl"), most pupils should be able to skim through the story and locate a supportive statement. Frequently, most pupils should be able to support their answers to questions like: "Which character was the most likeable?" "...the most thoughtful?" "...the bravest?" "...the friendliest?" "...the loneliest?" "...the most important?"

Materials	Suggested Activities
	2. With poems like "M is the Merry-go-Round," have the pupils listen to the sounds and pick out words that make the reader feel as though he were moving. Have pupils make pictures of the images they see in a poem.
3. James Smith's *Creative Teaching of Reading and Literature in the Elementary Schools*, Allyn and Bacon. The following reading achievement tests are available: *News Ranger Test* *Weekly Reader Test* *Metropolitan Reading Achievement Test*	3. For motivation in reading, any of the following might be used: 1. Have the pupils read in special places such as the "book nook," on the "reading rug" at the library, or in a private corner. 2. Have each pupil tape record a part of his story; then let other children hear the stories. 3. Have pupils use individual viewers in reading the script on filmstrips. 4. Let the pupils browse through all kinds of available reading material to find what they like best. 5. Have pupils read aloud stories they have written. 6. Have the class write its own book.

3. Reading fiction (continued).	3. From a set of three sentences, most pupils should be able to select the one sentence which accurately states what happened in the story.
Details about sequence:	After reading a story silently, most pupils should be able to help dictate the order of incidents in the story to the teacher.
	Before completing an assigned section of a story, most pupils should be able to collect enough meaning from the given sequence to guess at what might happen next.
Relating the story to self:	After pointing to picture details which suggest a mood and after discussing what happens in a setting, most pupils should be able to tell how being placed in the setting would make them feel.
	When discussing a character's use of words like *cutest* - *happiest* - *funniest*, most pupils should be able to associate the meaning of the words to their own experiences, in answering questions such as "What was the *cutest* animal you have ever seen?" "What was one of the *happiest* times you have ever had?"
	Pupils should be able to tell what they thought was the most exciting part of a story and give a reason for their answer.

1

Materials	Suggested Activities
3. Check with the school librarian for availability of recent stories and filmstrips. Also check recent issues of The Reading Teacher, and Elementary English.	
	After the class discusses the mood for stories that tell about such things as sleeping in a barn at night or walking on the fair grounds, have the class invent similar story situations to act out or improvise.

3. Reading fiction (continued). Relating the story to self:	3. In discussing a story, most pupils should be able to give an opinion and support to questions such as "Do you think that Mary was really a brave girl?" "Did Billy do the right thing?"
	Most pupils should be able to tell whether or not the story was believeable and give a reason for their answer.
Relating conflicting forces within the story:	Later in the year, pupils should be able to draw inferences about "story problems" by answering the following types of questions: "Did the twin brothers really love each other?" "How could you tell?" "But why did they argue with each other?" "Do people who love each other sometimes argue?"
Relating one story to others:	With the help of the teacher, most pupils should be able to tell how one story is similar to another story, film, or T.V. show in terms of characterization and plot.
	At least once in the year, pupils should be able to report on two books by the same author or about the same topic and tell how the books were alike or different.
Drawing conclusions about the main idea:	With the teacher's help, pupils should be able to guess at what the story is going to be about by looking at the title and the story pictures.
	In adapting a story to a play, most pupils should be able to tell what in the narration and the dialogue of the story is necessary to keep in order to get across the main idea.

Suggested Activities

3. Frequently have pupils make-up experience charts. (See Teacher's Edition of Macmillan text.)

3. Reading fiction (continued).	3. Most pupils should be able to tell a reason for their liking or disliking a book.
Drawing conclusions about the merit of a book:	After the teacher lists on the board various reasons for pupils' liking different books, pupils should be able to conclude that there are many reasons why a book might be enjoyed.
4. Reading non-fiction. Finding details:	4. Frequently in the second semester, when sharing outside reading experiences concerning stars, fish, shells, planets, rocks, Indians, famous people, and so on, pupils should be able to use one or two significant details in explaining what they found in the reading.
	In reading My Weekly Reader, pupils should be able to locate a sentence or a paragraph containing details given by the teacher.
	Most of the time, pupils should be able to act out the simple written directions for skill building activities.
Relating readings:	From daily newspapers in the home, pupils should cut out and bring in pictures about topics being discussed in class.
	With the help of the teacher, most pupils should be able to compare the topic coverage in one "outside reading" to the topic coverage in another reading or T.V. showing.

4. Reading non-fiction.

4. After noting the title and skimming the book for pictures and their explanations, most pupils should be able to state in general terms what the book is about, and they should be able to conclude whether or not the book meets their interests and their level of reading.

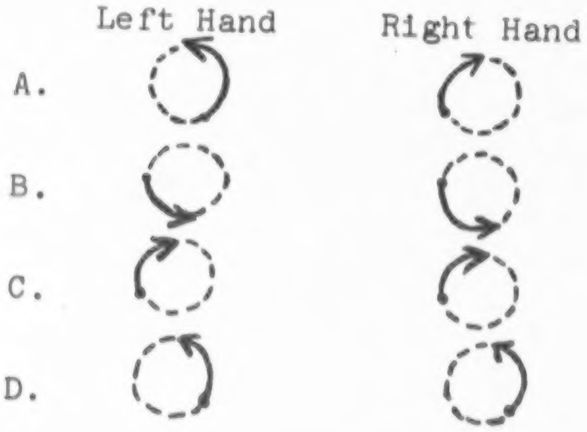
In recommending "good books" to the class, pupils should be able to give reasons for their choices and refer to pictures in the text to support their opinion.

3.0 WRITING

3.1 Controlling Writing Movements

1. Developing Writing muscles.

1. With practice, most pupils should be able to draw simultaneously two series of large circles (approximately 18" in diameter) in the following sequence:



3. Printing letters.	3. By the end of the school year, pupils (with the exception of ITA pupils) should be able to form all letters--both capital and lower case--without consulting any visual aid. All pupils should be able to print letters on a straight line.
4. Printing words.	4. By the end of first grade, most pupils should be able to print legibly enough so the reader can recognize (1) each letter in a word and (2) word boundaries in a sentence. (Pupils should avoid running words together.)

3.2 Spelling

1. Reliable phoneme-grapheme correspondences.	1. After seeing and discussing a core of reliable sound-symbol correspondences for beginning and ending consonants and "short" vowels in monosyllabic words, most pupils should be able to use the symbols correctly to represent phonemes in similar word patterns. After seeing and discussing the graphemic and phonemic correspondences of common consonant clusters and final positions, most pupils should be able to use the cluster symbols correctly when spelling words similar in pattern.

3

Materials	Suggested Activities
1. Hanna and Hanna's "The Teaching of Spelling," *Reading on Contemporary English in the Elementary School*, Prentice Hall, Inc. (Note particularly the section entitled "No Silent Letters in Spelling.")	1. See "Decoding the Written Word," pages 89-97.

1. Reliable phoneme-grapheme correspondences (continued).

1. After seeing and discussing patterns of "reading words," such as those listed below, most pupils should be able to spell correctly words that fit the same pattern in terms of digraph position.

boat look eat say new toy
now saw show when church when

By the end of the year, most pupils (with the exception of those in ITA) should be able to reach a competency level of 70% in spelling correctly monosyllabic words like:

ice coke cute cake line
flake stripe plate trade

2. Alternative phoneme-grapheme correspondences.

2. After seeing and discussing words containing "hard" and "soft" sounds represented by the letters c and g, pupils should be able to use the symbols correctly most of the time when spelling.

In their writings at the end of the year, most pupils should be able to spell correctly 80% of the words which are represented by the following types of marked variations in sound-symbol correspondences:

to go door feet pie box
two blow more meat high clocks
new toe for spy
true four

Materials

Suggested Activities

An attitude about spelling:

"I would tell the child, 'Write what you want to say; do the best you can to make your spelling convey meaning. We'll catch the misspelled words later.'"

Two suggestions:

1. Have the class see and discuss words before formulating a conclusion about spelling patterns. For example, in working with the final long a sound represented by the symbols ay at the end of words, have the class list many words which contain the long a sound in the final position. Ask the class to make up a rule based on the samples given. Compliment the class on their conclusion, but advise them about rare exceptions, such as they, obey and weigh in this case.

   Similarly, after listing words with sound-symbol correspondences for the long a in initial and medial positions, most pupils should be able to conclude that the symbols a and ai are reliable graphemes that represent the long a in words like aid, aim, rain, raid, ate, and lake. A rare exception would be the word eight.

2. Have most spelling practice consist of writing words in "messages" rather than in isolation. Avoid spelling bees.

2. Alternative phoneme-grapheme correspondences (continued).

2. When writing sentences, most of the time pupils should be able to spell correctly common homphones such as:

son	sun
right	write
no	know
see	sea
blew	blue
sum	some

3. Affixes.

3. All pupils should be able to spell correctly plural forms of words like dog and bat, even though the phoneme correspondences with the symbol s vary: /z/ and /s/.

Later in the year, the pupils who are better spellers should be able to use the -es symbol to represent the /iz/ sound in words like bushes and churches.

Most pupils should have no difficulty spelling plural forms for common irregular nouns such as mouse - mice, man - men.

Most of the time, pupils should be able to spell correctly variant forms of verbs such as want, wanted, wants, wanting.

Most pupils should know when to drop the final e in spelling words like living, hiding, and liking. However, with the -ing and past tense forms of words like stop, run, and bat, only the more advanced spellers should be expected to use a double consonant: stopping, running, and batting.

(Continued on page 133.)

3. Affixes (continued).	3. (Continued from page 131.) After discussing the dropping of y and the adding of -ier or -iest in words like happier - happiest and and funnier - funniest, pupils should be able to spell words similar in pattern most of the time. After discussing common derivational affixes such as those listed on page 103, most pupils should be able to use the affixes correctly in spelling new words.
4. Compound words.	4. Most pupils should be able to spell correctly compounds like busman, policeman, merry-go-round and other compounds which they use frequently in speech.
3.3 Grammaticality in Writing	
1. Word order.	1. When given choices for selecting the correct variant form of verbs in sentences, most pupils should be able to circle the correct form: Mary (plays - play) with Jane every day. After seeing and discussing types of nouns which may be preceded by a and those which may be preceded by an, and after being helped by the teacher, most pupils should be able to correctly use the articles a and an in writing: an apple an otter a dog a fish By the end of the year, most pupils should avoid writing garbles such as: In we go out to go are might.

Materials

Suggested Activities

1. Anticipate that occasionally children will omit necessary parts of sentences as in:

   I wish that could have longer recess.

   And ran off the moon, and ran all the way.

   Also, children will sometimes forget to delete a part of their sentence as in:

   The dog it is brown.

   My second wish is that I wish this was Candyland.

   Some of these problems represent a miss in a trial and error attempt to combine sentences. Help the child by getting him to hear what his sentences sound like. Frequently have the class read their papers aloud. For those pupils who have a difficult time "hearing" their sentences, encourage their reading what they have written into a tape recorder.

2. Capitalization.

2. By the second semester, all pupils should be able to recognize the same word beginning with the capital and the lower case letter:

Jump - jump

By the end of the year, pupils should be able to form the capital and lower case for each letter in the alphabet.

Most of the time, pupils should be able to use the capital case for the first letters in names of people, cities and states, important places, and important words in titles of stories and poems.

3. Punctuation.

3. By the end of the year, most pupils should be able to use end punctuation marks correctly and commas after salutations in letters.

3.4 Inventing the Message

1. Rhymes.

1. After hearing poetry that rhymes and after listing on the board many sets of words that rhyme, most pupils should be able to write short rhyming "spoofers" such as:

The goat got in the boat
but forgot his coat.

2. Imaginative stories.

2. Early in the year, after listening to part of a story read by the teacher, most pupils should be able to tell what sentences might be added to end the story.

Materials	Suggested Activities
3. Films available at WVEC: F40061 - "Sentences That Ask and Tell" F40055 - "Punctuation for Beginners"	

2. Imaginative stories (continued).	2. After hearing the beginning of a story, most pupils should be able to complete writing it, adding enough incidents to resolve a story problem. From magazine pictures about circuses, animals, rocket blast-offs and so on, pupils should be able to write a short descriptive narration, including some of the details that they found in the pictures. Later in the year, most pupils should be able to write a story incorporating specified types of detail. For example, after the class views a film about forest animals struggling for survival in the winter, the teacher might ask the class to select any two forest creatures and include them in a story which has for its setting a forest in the winter. Also, she might draw from the class various types of problems that animals could face. The pupils could select one problem about which to write.
3. Imaginative descriptions.	3. Frequently, pupils should be able to record how they might feel if they were in given make-believe situations. (See page 138.) Frequently, pupils should be able to add details appealing to the sense of sight when writing about things they would wish for.
4. Factual narrations.	4. After hearing the teacher read about a historically famous occurence or (continued on page 139)

Materials	Suggested Activities
2. Torrance's Can You Imagine, Ginn and Co.	2. Have the pupils cut out animal characters from cereal boxes, advertisements, or comic strips. After each pupil has collected about five, tell the class to write a story using one or two of the cut-out characters. Have the pupils paste the selected cutouts to the paper on which the story is written. Give everyone a sheet of large art paper with a curley-cue symbol on it. Allow pupils to turn the paper any way they wish. Have each pupil make a picture from the symbol and write a story about it.
	3. Several writing titles which fit here are: "If I Were a Clown in a Circus" "If I Were in a Rocket at Blast-off" "If I Could Be Any Animal, I Would Be..." The following is a sample of a first grader's response to the last title: If I could be an animal, I would be a bull because a bull is rough. He charges when he sees red. I want to be one because I like to run. If you bother him, he will charge. A bull is a father cow. They do not give milk. They work in bull fights. They charge.

4. Factual narrations (continued).	4. Continued from page 137: after viewing a film or filmstrip about occasions such as the first Thanksgiving, pupils should be able to select several significant details from the report and include them in composing a three to four sentence summary. In writing about "things that have happened," such as trips and visits, most pupils should be able to record clearly several significant details about more than one thing that was experienced.
5. Factual description.	5. By the end of the year, all pupils should be able to compose a brief invitational note to a parent or friend. The note should describe the event in terms of date, occasion, place, time, and sender. With the help of the teacher, most pupils should be able to list steps for simple directions in how to do something. (At this age level, accuracy is not the important criterion; more important is the experience the pupil gets in ordering.)
6. Argumentative writing.	6. After discussing various meanings for common adjectives such as happy, mean, dangerous, most pupils should be able to combine two or three actions that describe a meaning of a word. "What a Happy Boy is Like" "Why _____ are the Meanest Animals" "A Dangerous Animal to Have for a Pet."

Suggested Activities

5. Have each child pick the name of another child in the room and then write about that person without using his or her name. Have the children read their descriptions to see if the class can tell who is being described. Check the papers before they are read aloud.

3.5 Organizing the Message

1. Leading the reader.	1. For most of the stories and descriptions which they write, pupils should be able to add a title that tells the reader what the writing is is about.
2. Designing a sequence.	2. In writing a story, most pupils should be able to order the events chronologically and use words like first, then and suddenly to signal placement or transition. In writing how-to-do-it types of assignments, pupils should be able to list in order the sequence of steps. At first, the pupils might use numbers to signal the various steps. In writing short, suppositional assignments on topics such as "What I Would Like to Be," "If I had Three Wishes," or "If I Could Be an Animal...," most pupils should be able to include two main parts: a brief description or a listing, and a reason.

3.6 Improving Style

1. Eliminating.	1. By the end of the year, most pupils should be able to read their papers aloud and identify garbled sentences that need to be eliminated. By the end of the year, most of the pupils should be able to read their papers aloud and identify where some unnecessary repetitions of words like and, now, so, and then might be eliminated.

Materials
1. Folta's Comparative Study of i/t/a and T.O. Writing, 1968, USOE.

SECOND GRADE

1.0 ORAL COMMUNICATION

1.1 Developing Aural Memory and Aural Discrimination

1. With non-linguistic sounds.

1. After the teacher demonstrates how to tap out a beat to a recording, most pupils should be able to imitate the teacher in tapping out beats to other recordings.

After listening to various types of instrumental recordings and discussing how various beats "make a person feel," most pupils should work together in groups in presenting a series of three recordings, each with a different beat, and explain their classifications for each. (See page 144.)

When asked questions such as "What are happy sounds?", "...friendly sounds?", "...frightening sounds?", "...important sounds?", most pupils should be able to help list sounds which suggest a certain feeling. Also, pupils should be able to explain why certain sounds are happy, friendly, important, and so on.

Most pupils should be able to make up riddles using sight and sound clues:

I usually sit on lily pads, and
I croak. What am I?

I am tall and have many limbs. I
swoosh when the wind blows me.

Materials	Suggested Activities
1. Consult gym teacher for easy access to records.	1. Have pupils march, skip, hop, walk, in time to music. Have small groups of pupils listen to five to seven recordings. Tell each group to pick out three recordings they like best and to tell "what kind of music" each of their selections might be called: "Floating Music," "Happy Music," "Running Music," "Jerking Music," "Music to Make You Feel Important," and so on.

1.1 Developing Aural Memory and Aural Discrimination

1. With non-linguistic sounds (continued).	1. When discussing stories in which animals talk, all pupils should be able to share their opinions about questions such as: "Can animals talk to each other?" "Can they communicate with each other?" "Can man talk with animals?" "Can he communicate with them?" "Do *communicate* and *talk* mean the same thing?" "Do animals have a language of their own?" "How do young children learn language?" "Do animals learn language?" "What is language?"
2. With language sounds.	2. After hearing the teacher pronounce "new words" such as *honorable*, *Kahkai*, *anaconda*, *experimental*, *leprechaun*, and *electricity*, most pupils should be able to repeat the words correctly.
Sequencing:	After hearing the teacher give a supposition in a question such as "What would you do if you were a frog on a lily pad?", most pupils should be able to state the supposition at the beginning of their answer: "If I were a frog on a lily pad, I would..." When discussing kinds of detail to include in short descriptive writing assignments, most pupils should be able to imitate phrase and sentence patterns given by the teacher. (See pages 49-50.)

Materials	Suggested Activities
1. Ed Jenkinson's "What Is Language?" *What Is Language?*, Indiana University Press, Pages 6-18. "Pup's Big Ear," Macmillan text. **Also note the dolphin stories and essays on pages 63-90 in *Shining Bridges*, Macmillan.**	1. Children love to talk about the possibilities of man communicating with animals. Invite an open market of ideas on this topic. The comments from the class can be used to discover much about language as an accepted code of sound between senders and receivers. Some children will say that they can talk to animals and birds--especially the mynah at Morris Bryant's. Many will say they can talk to dogs. Find out how they talk to animals. And if you are interested in discussing the aspects of silent signals in man-animal communication, ask the children if they have ever seen an animal smile.

1.1 Aural Discrimination (continued)

2. With language sounds.

2. When listening to sets of words such as night-fight-bike-sight or hall-ball-fill-call, most pupils should be able to identify the words that do not rhyme.

Rhyming words:

When reading or hearing sentences such as the one below, most pupils should be able to identify the two words that rhyme.

> The people looked back at the cat in the sack.

When discussing some of the new reading words and sound-alikes, most pupils should be able to tell other words that rhyme with the new words. For example, throughout the year the class might make up lists of rhyming words for the following:

certain
skunk
twirl
blizzard
terrible
cattle
light
fill
spot
found
fine
tire
top
glad
last
cable
clang
fix
sleep
sell

After listening to rhyming poetry, most pupils should be able to tell which words in the poem rhyme.

Before reading a poem, if the teacher says "Listen carefully to this rhyming poem. When I stop, tell me what word I should add to complete the final rhyme," most pupils should be able to tell what rhyming word can be used.

Materials	Suggested Activities
2. See *Shining Bridges*, Macmillan, page 78.	2. Have pupils cut out pictures of various things and make up rhymes about them. Have each pupil compile his own book of rhymes and pictures.

1.1 Aural Discrimination (continued)

2. With language sounds.

Consonants:

2. After hearing a set of four words such as cent-cure sorry-simple, most pupils should be able to tell which word begins with a different consonant sound.

When listening to sets of words such as package-manage-carriage-magic, most pupils should be able to identify the sound repeated at the end of three of the words and tell that the same sound can be heard in the medial position of the word magic.

Frequently when working with the teacher in attacking new words in reading, pupils should be able to associate phonemic-graphemic correspondences of consonants in known words with consonants in new words similar in pattern.

Vowels:

After hearing sentences such as the one below, most pupils should be able to tell which words contain "short" sounds for vowels:

Ed is a big boy.

After hearing a set of words such as hug-cup-use-rub, pupils should be able to tell which word is unlike the other three in vowel sounds. After seeing the spelling of the words, pupils should be able to apply a phonemic-graphemic principle in explaining the difference in vowel sounds.

Materials	Suggested Activities
2. Phonetic drill cards from Milton Bradley Co. Parts A and B of the new phonetic drill cards from Kenworthy Education Service, Inc. Linguistic Block series from Scott Foresman. Game: "Phonic Rummy," Sets A and B, Garrard Press.	2. The pupil who is advancing more slowly might be asked to compose a picture book that will help him to identify initial sounds with words for objects in pictures.

1.1 Aural Discrimination (continued)

2. With language sounds.

Vowels:

2. After listening to sets of words such as again-away-after, animal-afraid-alone, and open-over-oven, most pupils should be able to tell which two words in each of the sets contain the same initial sound.

In completing the phonic exercises in the workbook, pupils should be able to mark "short" sounds of vowels with S and long sounds of vowels with L.

Phonograms:

Most pupils should be able to tell which words are alike in initial sounds when the teacher says something like this: "Listen carefully as I say these words. Two of the words begin like children. What are the two words?

children: cheese-choke-ship
children: shape-chap-chip

When given sets of words such as eight-eighty-eighteen, all pupils should be able to tell that the base word is repeated. Most pupils should be able to identify the affixes and explain their meaning. Similarily, pupils should be able to identify the base word in sets such as: see-sees-seeing-seen, tall-taller-tallest, and tell what has been added to the base.

Materials

Note games from Apples 'n' Trains 'n' Things, WVEC publication on reading games.

Suggested Activities

Game: Have pupils play "I see Something You Don't See," using color and initial sound clues. The teacher might begin the game by saying: "I see something you don't see; and it's colors are black and white. Its word begins with /kl/." After a pupil guesses what it is, he would have a chance to make up a similar riddle for the class.

Make a phonogram wheel. From heavy paper, cut out two circular shapes, one about 18" in diameter, the other around 14". Place the smaller piece on the larger and fasten so the smaller piece can rotate freely. Print phonograms such as -ick, -ell, -all, on the edge of the inside wheel. Print various consonants, blends and digraphs on the larger circle, above the edge of the inside wheel. Spin the wheel and ask pupils to accept or reject the phonogram matches.

1.1 Aural Discrimination (continued)

2. With language sounds.

Phonograms:

2. When discussing "new" digraphs, blends, or affixes in reading, and asked "What other words begin (or end) the same way?", most pupils should be able to give examples and note the consistencies or irregularities in sound-spelling correspondences. (Note page 154.)

When discussing vowel digraphs in new reading words, most pupils should be able to (1) Compile a list of words which have the same digraphs to represent a given vowel sound (2) Draw a conclusion about phonemic-graphemic correspondences if one of the vowel letters were dropped.

-oo-	-drop o-	-ea-	-drop a-
droop	drop	meat	met
stoop	stop	beat	bet
hoop	hop	seat	set
shoot	shot	neat	net

Syllables:

After the teacher writes on the board two syllable words such as beyond, began, beside, between, hotel, quiet, signal, or compounds like without, sidewalk, outside, doghouse, and asks "How many sound units do you hear in each of these words?", most pupils should be able to tell that they hear two sound units and identify the sound units in each word.

Materials

Suggested Activities

2. Throughout the year, pupils might note consistencies in sound-spelling correspondences for initial blends in words like:

straight
strike
Street

glass
glare
glow

Fred
front
frozen

clang
climb
close

swim
swan
swirl

throw
three
thread

NOTE: "Sound unit" is a general term which might be used to explain the meaning of the word "syllable." The term can be meaningful to children, especially when comparing the syllabification systems in writing and speaking:

Spoken: hap' en
Written: hap - pen

1.1 Aural Discrimination (continued)

2. With language sounds.

Syllables:

2. After hearing words like cattle, bottle, little and verbs like stopping, running, and swimming, most pupils should be able to sound syllables in each word. Then after seeing the written syllable form for each word, most pupils should be able to conclude that syllabifications for the speaking and writing systems are not the same. For example, pupils should conclude that in speaking we say: swim' ing, run' ing, and stop' ing; but in writing, the syllables are divided as: swim-ming, run-ning, stop-ping.

When presented with sets of words such as open-over-oven, away-again-after, most pupils should be able to identify the words that contain lone vowels as syllables.

Accents:

Toward the end of the year, after discussing syllables, most pupils should be able to hear the syllables in the words below and then tell the teacher which "sound unit" was pronounced the loudest.

away
again
after

along
alone
always

open
over
oven

Juncture:

After the teacher selects a line of dialogue from a story and asks the class to read it in various ways (slowly, deliberately, smoothly, rapidly), most pupils should be able to tell how the variation in reading influenced the meaning of the sentence.

Materials

Suggested Activities

NOTE: The terms accent and schwa need not be introduced until third grade. However, in helping pupils to discover some consistencies about stress influences on vowel sounds, the teacher might (1) sound the vowels marked in works like along, woman, second, and idea as "uh", (2) write the words into syllables, (3) point to the syllable containing the schwa sound, (4) repeat the schwa sound, and (5) have the pupils listen for the loudest syllable as she sounds each word. Some pupils should be able to conclude that the schwa sound comes in the unstressed syllables of the given words.

1.2 Understanding the Meanings of Words

1. Associating the symbol with the referent.

1. Frequently, when asked questions such as "What does the word (*mountain* - *loud* - *danger*) remind you of?" pupils should be able to share their feelings about words, in terms of predications. (See page 158.)

Most pupils should be able to associate relative or abstract meanings in words, phrases, or sentences with referents of their own choosing when completing sentences such as the following:

"My name is *shorty*. I am a ....."
"My name is *peaceful*. I am a ...."
"My name is *freezing*. I am a ......"

After hearing the teacher or other pupils explain the meanings of new words from stories read by the class, most pupils should be able to tell the meanings for 80% of the words discussed.

After the teacher and the pupils discuss the meanings of new words needed in the working vocabularies for science, math, and social studies, most pupils should be able to use the terms correctly. For example, when communicating about problems in science, most pupils should be able to use the words *comparison*, *separating*, *space-time relationships*, *identify*, and *three dimensional*. And in math, pupils should be able to use the terms *even*, *odd*, *equation*, *digit*, *parentheses*, *grouping* and *arranging*.

Materials

Marlene Glaus's *From Thoughts to Words*, NCTE. (Available at WVEC and most elementary school professional libraries.)

Suggested Activities

1. When asking pupils questions like "What does the word ________ remind you of?", guide the pupils to respond with word phrases that contain both a subject part and a verb part. Listed below are examples of responses that make predications:

Word	Response
mountain	Something big I could climb. A place where eagles live.
danger	A tiger coming. People shooting.
loud	Mad people shouting. Jets taking off.

If the pupils at first respond with synonyms such as "a giant hill," "not safe," or "noisy," the teacher might rephrase the question to something like "What do you see in your mind when I say the word ________?"

2. Distinguishing between general and specific meanings.

2. With much help from the teacher when talking about the meanings of abstract words like beautiful and wonderful, most pupils should be able to list words and phrases that define the abstractions in terms of concrete images--what can be seen, heard, smelled, tasted, touched. (See 3.6 "Inventing Messages for Imaginative Descriptions.")

By the end of the year, most pupils should be able to give specific names for classifications such as the female species of the following:

bee - queen
sheep - ewe
lion - lioness
horse - mare
reindeer - doe
chicken - hen

See pages 57-60.

3. Associating patterns of words.

3. When presented with sets of four words such as those listed below, most pupils should be able to underline two words that are most alike in meaning:

quiet - whistle - shout - howl

Most pupils should be able to circle the word that has the least in common with the meanings of other words in groups such as:

foot - ears - tail - key
ship - airplane - car - tooth

Materials	Suggested Activities
2. Vocabulary games from *Apples 'n' Trains 'n' Things*, WVEC. Mazurkiewicz's and Tanyzer's follow-up workbook for developing vocabulary skills: i/t/a publications.	
3. Pattern exercises in *My Word Book/2*, Lyons and Carnahan.	3. Pupils who are progressing at a faster pace should be able to complete associations such as the following: Clothes is to coat as dessert is to ____ pie - soup - meat Fruit is to orange as meat is to ____ beef - eat - dinner

3. Associating patterns of words (continued).

3. Most pupils should be able to write labels for a series of items which are alike in meaning:

man - woman - girl are all ________.

Classifying sets:

coats - pants - dresses are all ______.

From an assortment of words, most pupils should be able to classify those words which suggest the use of the given senses: seeing, hearing, tasting, smelling, feeling.

Arriving at meaning through contextual patterns:

If the teacher carefully frames new words in contextual patterns, most pupils should be able to guess at the meanings and identify the contextual clues.

Using comparisons:

Frequently pupils should be able to select words for comparisons when sharing ideas on "what things are like other things."

A mushroom is like ......

A bubble is like ....

A rodeo is like ....

Adding to base morphemes:

When discussing the use of common prefixes and suffixes found in the reading texts, most pupils should be able to apply the affixes to words they already know and explain the change in meaning.

Materials

Suggested Activities

Have pupils make up phrases and sentences to show how the same word can have different meanings. Words like light, fix, tie and change would fit well here. Then, after the pupils make up the sentences, ask the class to identify the clues in the sentence. "How do I know the word doesn't mean ________?"

1.3 Developing a Code of Behavior in Listening

1. As a receiver of information.

Realizing the intent:

1. When asked to recognize sound and sight clues as to the intent of the speaker, pupils should be able to identify clues and respond with a statement that begins "What I saw and heard tells me that ...." (Mr. Bush is going to set up a seed growing experiment for us.)

After hearing the opening lines of a story read by the teacher or played on a tape recorder, most pupils should be able to identify clues that tell whether or not the story is factual.

Understanding the main idea:

After listening to a report given by a classmate and after being asked by the teacher "What kinds of questions does ______'s report answer?", most pupils should be able to tell the main question answered by the report.

After listening to a pupil report about something he liked or disliked, most pupils should be able to tell, in general terms, how the speaker felt about his subject.

Frequently, pupils should identify main ideas in news reports and T.V. shows and tell how they are similar or different to the main ideas about a given topic being discussed in class

Materials

See pages 63-69 for many behavioral responses which relate to pupils in second grade.

Film from WVEC:
F40344 "Boiled Egg"

Suggested Activities

1. After discussing clues for recognizing the intent of a speaker, have the class list various ways in which the audience can signal "interest" and "courteous listening" to the speaker.

Take advantage of the many resourceful people in the community who are willing to share their ideas with young people.

Show "Boiled Egg" and have the class discuss what the sounds and sights at the beginning of the film signalled.

1. As a receiver of information (continued).	1. Later in the year, after listening to stories read by the teacher, most pupils should be able to write down three or four sentences about the main ideas expressed in the passage read to the class. Then after the teacher selects responses which contradict each other and lists them on the board, and after the class discusses what should be listed as the main ideas or events in the story, most pupils should be able to rewrite the short assignment with a more precise listing of main ideas or events.
Remembering details:	Most pupils should be able to follow the teacher's directions for simple activities in individual and group work. However, with some writing assignments, most pupils will need considerable help in selecting, ordering and describing subjects in the assignment.
	After hearing the teacher explain a series of steps necessary to complete an assignment, such as a science experiment, and after seeing the steps out of order, most pupils should be able to arrange the steps in proper sequence.
	After listening to a story, most pupils should be able to recall the sequence of main events. With the teacher's help, the class should be able to list the correct sequence on the board.

Materials

Suggested Activities

Work out a code for colors. Explain the code to the class; then give coloring directions, using code names or numbers for colors.

Game: Whisper a simple set of directions to one child and tell him to whisper the directions to the person sitting next to him. After "the whisper" gets around the room, check to see if everyone understood the directions.

1. As a receiver of information (continued).

Remembering detail:

1. After the teacher reads part of a story and asks "Now guess what ________ does next?", most pupils should be able to make predictions based on information given earlier in the story. Similarly, most pupils, after listening to all but the ending of the story, should be able to predict how the story might end.

After hearing parts of stories, most pupils should be able to recall incidents to support inferences in questions such as "What told you that Billy missed his parents?", "What told you that Mike was ashamed of what he did?", "What told you that the ant didn't want any help?"

Frequently, in answering questions such as "Why didn't the tiger eat the mouse?", pupils should be able to draw inferences about characters in stories.

After the teacher stops reading a descriptive passage about the setting and asks "How does this description make you feel?" "What in the description makes you feel that way?", most pupils should be able to recall details that signal a particular mood.

After listening to poems and stories read by the teacher, most pupils should be able to pick out details asked for by the teacher. For example, after hearing the poem "Scat! Scitten!", most pupils should be able to answer questions like "What nonsense words did you hear in the poem?" "Why do you think the poet used these words?"

Materials

1. James A. Smith's The Creative Teaching of the Language Arts in the Elementary Schools, (Chapter IV, "Listening"), Allyn and Bacon.

Check pages 65-68 for other behavioral responses which apply here.

2. As a communicator with teacher and classmates.

2. When discussing how oral language can be a communication tool for getting information, for ordering and for sharing feelings, most pupils should be able to give examples in answering questions such as "How do we use language to give orders?", "What are some word orders you give to people?", "What are some word orders you'd like to give to people when you grow up?", "How do we use language to show that we're happy to see someone?" "That we are dissatisfied?", "That we are bored?", "How do we use language to signal attention?", "To signal that we know we've made a mistake?"

Some pupils should be able to conclude that words alone do not signal meaning. Word order and intonation also signal.

After listening to a pupil talk about a topic that interests almost everyone in the room and after the teacher says something like "______, your report was so interesting! We'd like to find out more about your topic. Class, what other kinds of questions might _______'s report answer?", most pupils should be able to help compile a list of questions which suggest to a speaker the kinds of information the audience would like to hear. With the help of the teacher, the list can be refined.

With direction from the teacher, most pupils should be able to make up

(Continued on page 171.)

Materials	Suggested Activities
2. See page 69.	2. At this age, in many cases, pupils begin to experiment more overtly with language as a social weapon. Pupils will select targets for trying out expressions such as "Boy, that's dumb!" or "You're crazy!" Frequently the target will be someone from the opposite sex; but it's usually anyone who is not conforming. The "Peanuts" comic strips offer many examples of communication problems relevant to second graders. The teacher may want to use them as springboards for discussions about what words mean to some children. In working with other pupils in small groups, most pupils should signal a willingness to share and to work together in planning group projects. However, in several cases, pupils will be over-looked by the group. Their feelings will not be considered. Through the help of the teacher and some sensitive children, these pupils, in most cases, can be made to feel "involved" in sharing ideas. Game: Play "I Have Something in the Bag." Arrange pupils in small groups. Have one person in each group bring an object to class. Place the objects in bags and allow each group to ask fifteen questions that will permit a yes or no answer. The pupils who have the objects should reply in yes-no answers, not in explanations.

2. As a communicator with teacher and classmates (continued).	2. Continued from page 169. questions that specify the following types of answers: (a) descriptive information such as size, color, shape and so on, (b) yes or no responses (c) explanations of how and why something is done (d) comparisons (e) comments that tell more about the interests of the speaker.
3. As an evaluator.	3. After hearing several tapes and stories or after seeing and hearing T.V. programs or films, pupils should be able to indicate their interests, taste, and acuity. Answers to questions such as the following should be frequent: "Which did you think was the better of the three poems?", "Why?"; "Which of the three stories had the most likeable character?", "Who was he?", "Why was he more likeable than ____?"; "Which of the three stories held your interest the most?", "Why?"; "When you get older would you want to read this story to someone?", "To whom?"; "Was the Mr. Magoo in this story much like the Mr. Magoo you saw on T.V.?", "Which was better?", "Why?"; "What are your two favorite cartoons?", "Why would you watch these cartoons, rather than others?" If given considerable help from the teacher, most pupils should be able to identify the main facts and opinions in oral reports. When directed by the teacher, most pupils should be able to pick out "good points" in reports given by their classmates. (Continued on page 173.)

Materials	Suggested Activities
3. Mr. Fabian's listening program on WBBA.	
	When there appears to be an unwillingness on the part of pupils to tolerate opinions in class discussion, list on the chalkboard various statements which some of the pupils are not accepting. Have the pupils classify each statement as fact or opinion. Frequently pupils will interpret opinions such as "Mary is fat" and "Yesterday was cool" as facts. For each of the statements listed as an opinion, have the pupils list facts that could be used to support the opinion.

3. As an evaluator (continued).

3. Later in the year, after the teacher reads four sentences, one of which is irrelevant to the development of an idea expressed by the other three, most pupils should be able to identify the three related sentences and tell what idea they develop.

After listening to guest speakers talk about topics such as "School Safety," "Space Travel in the Next Five Years," or "Stories about the Stars," most pupils should be able to suggest some applications of the information given.

1.4 Speaking to the Class

1. Explaining relationships.

"Show and Tell":

1. Frequently pupils should bring to class various pictures, photographs, maps, souvenirs, and collections of all sorts and tell the class at least three significant details about their "bring-in." (See page 71.)

Directions:

After making a model city out of cardboard, paper, and toys, and after marking the names of the streets, most pupils should be able to point to where they live in the city and tell how to get to their house from the school. (Pupils should use names of streets in their explanations.)

In small groups, most pupils should be able to explain how to play a game. And in some cases, the more assertive pupils should be able to explain how to follow the teacher's directions for organizing a group project.

Introductions:

After practicing how to introduce new friends on the playground, and how to answer a telephone, most pupils should be able to demonstrate acceptable procedures for both.

Materials

A telephone kit is available from the General Telephone Company for use in the classroom.

Suggested Activities

1. For "Show and Tell," pupils will bring in toys frequently, unless otherwise directed. To avoid an unnecessary flow of toys and dolls throughout the year, the teacher might designate one period of time for toy-sharing. Tell the class to bring in their "most unusual" or their "favorite" toy.

1. Explaining relationships (continued). Summaries:	1. In a re-cap on a report, most pupils should be able to tell what significant details they included when: -giving a brief news report that included pictures -giving a brief weather report -describing a character in a story -summarizing the main events in a story -describing the most suspenseful part of a story -explaining maps and charts to the class
Reading discoveries:	Frequently, pupils should be able to identify new information that they have acquired in reading a book or in conducting an experiment.
Conclusions:	In sharing opinions about stories, most pupils should be able to tell whether or not their story was believable and give reasons for their answers. Frequently, pupils should give reasons in sharing their impressions about: -events in the news -meanings of words -behavior of people -behavior of animals -stories and poems -the past See page 73.

Materials

Suggested Activities

With some help from the teacher, about one fifth of the class should be able to report on two books by the same author or about the same topic and tell the class one discovery made when comparing the two sources.

Fun with sound words:
Write the following on the board and have the pupils select one to explain in terms of something happening.

A sigh is a noise heard....(just before a young boy receives a cookie)
A bump is a sound made.....
A giggle is a noise made...
A cough is a sound made....
A rattle is a noise made...

Bring to class a large box. Mark it "Topic Box." Have pupils write down questions for classmates to answer. Check questions for clarity. Have pupils draw and try to answer the questions.

2. Dramatizing plays.

2. Frequently, pupils should be able to:

- -pantomine actions which suggest how a story character feels
- -act out assigned parts of stories or plays
- -imitate the actions of a character in a story and ask "Can you guess who I am?"
- -help to make props and setting for a creative dramatics project
- -use puppets to act out a story situation
- -pantomine actions which suggest how a story character feels
- -help make up their own endings for stories and act them out
- -play a part in a skit made up by one of the pupils in the class
- -role-play "people in the news"
- -show a picture of a person or an animal and make up a monologue that tells what the person or animal could be thinking
- -improvise action and dialogue for a story situation made up by the teacher
- -summarize a story from the point of view of one of the characters
- -summarize a story from the point of view of the author

Materials

2. Mabel Henry's Creative Experiences in Oral Language, NCTE.

James Moffet's Drama: What is Happening, NCTE.

Suggested Activities

2. Arrange the class into four groups. Give each group six objects. Tell the groups to make up a play in which all six objects are used.

When studying a historical event, have pupils improvise or act out roles for a "You Are There" story.

For pupils who are advancing slowly in reading, have many kinds of dramatic play. One activity which has been especially fun for the slower pupils is the following: On a long strip of paper, have groups of pupils draw pictures which together make up or tell an original story. Fit the paper into a cardboard facsimile of a T.V. set, allowing for the paper to be moved by "the crewmen behind the scenes." Have the pupils tell their stories as the pictures are shown.

Divide the class into groups and have everyone in the group contribute to a story. Have the first child talk for thirty seconds into a tape recorder, making up an original story. After listening to what the first person said, another child will continue the story for thirty seconds, adding more plot. The story should continue until everyone in the group has had the chance to add something. Play the tapes for the whole class to enjoy.

3. Interpreting stories and poems.	3. Most pupils should be able to read aloud with the teacher as she reads a short passage from a story or poem. Often pupils should be able to read in unison and with expression parts of stories and poems for choral presentations. (Most pupils should be able to demonstrate an ability to follow directions in modulating pitch and stress.) Most pupils should be able to read the boldface print in the Macmillan texts with expression. When sharing a book with the class, a few pupils should be able to "capture" the mood of the story when reading aloud an exciting part of the narrative.
1.5 Controlling the Delivery	
1. Enunciation.	1. Some of the pupils will need help in enunciating the endings on words like tricks, mixes, and bottle and the beginnings of words like sprinkler, stranger, splash, and throwing, and the new reading words like anaconda, rodeo, astronaut, Jonathan, Richard, and lightning. However, through practice at imitating the teacher, most pupils should be able to enunciate the words more clearly by the end of the year.

Materials

3. Arbuthnot's Time for Poetry.

   Thompson's Silver Pennies.

   Jacob's literature series: Merry-Go-Round, Happiness Hill...

   Lawrence's A Beginning Book of Poems. Addison-Wesley.

   Poetry Speaking for Children, Gullen-Gurrey Expression Co.

   Choral Speaking and Speech Improvement, Educational Publication Corp.

   Ryan's What Every Teacher Should Know, Lyon and Carnahan Co.

   Henry's Creative Experiences in Oral Language, NCTE.

   Smith's Creative Teaching of the Language Arts in the Elementary School, Allyn and Bacon.

Suggested Activities

3. Frequently have pupils in small groups alternate reading paragraphs to each other.

   Have one or two of the slower readers read a story to a kindergarten class.

   Have some of the better readers read their own stories to children on lower grade levels.

   Have children tape record stories for each other.

1.5 Controlling the Delivery (continued)

2. Volume and pitch.	2. Frequently, while using a tape recorder or while reading aloud to a small group, all pupils should be able to experiment with pitch control in making a story sound more convincing. After practicing reading, all pupils should read to the class poems or parts of stories which they know allow them to perform at the best of their abilities.
3. Fluency.	3. In reading stories, pupils should be able to pause long enough between sentences, so the sentences do not sound "run together." If the materials are on the reading level of the reader, most pupils should be able to read the materials fluently.
4. Stress.	4. With direction from the teacher, all pupils should be able to read aloud and stress boldface words in the Macmillan text. When directed by the teacher, pupils should be able to demonstrate how variations of meaning can be achieved through stressing different words in a given sentence. (See page 182.)
5. Body Movements.	5. With help from the teacher, most pupils should be able to use simple body movements to help convey meaning in an oral presentation. (See page 182.)

Materials	Suggested Activities
Glazer's record: "Noisy and Quiet."	
See note on Fries, page 78. Dolch's The Sentence Game.	4. Have pupils change the meaning in a sentence by altering the stress in the sentences below: You can't ride on my bus. (Meaning you, of all people!) You can't ride on my bus. (Positively NO!) You can't ride on my bus. (Perhaps on someone else's bus, but not on my bus.)
	5. Informally demonstrate how to use maps, charts, pictures and books when presenting an oral report. When pupils are planning a pantomine, discuss kinds of gestures which suggest meaning: -How would I walk if I just won a million dollars? -How would I stand if I were impatient? -How would I wave goodby if I were embarrased about doing it?

1.6 Understanding the Development of Language

2. Differences between spoken and written English.

2. Most pupils should be able to discuss conclusions that can be drawn from comparing phonemic-graphemic irregularities in sets of words such as the following:

Set A:

1. like - liking
   ride - riding
   come - coming

2. stop - stopping
   hop - hopping
   run - running

Set B:

1. show
   shore
   shave

2. sugar
   ocean
   nation

When discussing differences between written and spoken English, most pupils should be able to give examples of signals that can be used in speaking but not in writing:

-intonation signals
-hand gestures
-facial expressions

Materials	Suggested Activities
	Have the class discover some of the differences in spoken and written English by calling their attention to signals you use while talking to them. At first the hand gestures and facial expressions will be noticed. Then write on the board something like this: I ate asparagus for dinner. Use facial expressions, hand gestures, and intonational variations to show how meaning can be varied in the spoken English. Draw out the response from the class.

3. Dialectic differences.	3. Through class discussions carefully guided by the teacher, most pupils should be able to conclude that various pronunciations for words like either, egg, happy, greasy, wash, and garage and vocabulary variations for what people call a cellar, a crayfish, a sofa, and a roll (the kind you eat) are the result of regional differences, not poor speech habits.
4. History of language.	4. With help from the teacher in discussing words that are new to the language---words like space module, astronauts, jet age, and turbo-charger, and in discussing slang expressions such as "That's neat!" or "That's cool!", most pupils should be able to conclude that new words and expressions will always be coming into the language, that meanings of words change----that language is always undergoing change.

2.0 READING

2.1 Studying Pictures

1. Discriminating between modes of expression.	1. By comparing and discussing pictures in the reading texts and in the news, most pupils should be able to tell differences between pictures that suggest fantasy, adventure, historical romance real problems and achievements.

Materials	Suggested Activities
3. Malmstrom's Dialects U.S.A., NCTE.	3. Frequently children will make fun of others who pronounce words differently than they do. Consequently, the youngster who comes from the East Coast or from the South might feel displeased with his pronunciation of words---when really he need not. If the teacher invites discussion on regional variations, lists differences on the board, and cautions pupils about false notions of correctness, she can help the class to be more tolerant of language differences.
	1. Use humorous pictures to have pupils distinguish between fact and fancy: -Tell pupils to bring in comic strips, cartoons, and humorous pictures. -Have the pupils classify each picture as one of three types: "Things That Often Happen" "Things That Can't Happen" "Very Unusual Things That Do Happen"

2.1 Studying pictures

2. Finding detail.	2. When discussing story pictures in the reading texts, most pupils should be able to point to details in the pictures which answer questions such as: "How can you tell this story happened long time ago?" "What in the picture tells you that the boy is in danger?" "Where does it look like the two girls are going?" "How can you tell?" "What clues do you see to tell you the story takes place in Japan?" When directed by the teacher, most pupils should be able to select descriptive passages that contain details found in the story pictures. After reading a riddle and seeing a series of pictures, most pupils should be able to match the picture that best fits the riddle. When directed by the teacher through questions such as "How would you feel if you were inside the room pictured here?" "What in the room would make you feel that way?", most pupils would be able to list the details that suggest a mood for the story.
3. Finding a story line.	3. After skimming through pictures to find out what the story will be about, most pupils should be able to answer questions such as "Was there any one character repeated in the pictures you looked at?" "What different things did you see the character doing?" "What do you think is going to happen to him?"

Materials

Suggested Activities

2. Show four pictures or prints of portraits or landscapes, each varying in the amount of detail. Have pupils study the pictures, talk about what the pictures might represent, and then determine which pictures had more details than others. Have pupils arrange the pictures according to the amount of detail in each.

Have pupils cut out pictures that help the reader to visualize a poem.

Have pupils cut out pictures that suggest a warning: "Stop forest fires," "Don't litter," "Stop air pollution," "Watch out for trains." Have pupils make up their own warning slogans for the pictures.

3. In assigning oral reports, help some of the shy pupils to select a sequence of pictures which would help the audience visualize the subject of the report.

2.1 Studying pictures.

4. Associating pictures with self.	4. All pupils should be able to cut out and arrange a series of pictures that tell a story related to what the pupils see in their immediate environment. For example, each pupil should be able to put together a book that might have three divisions on occupational pictures: "People I Often See" "People I Rarely See" "People I Never See" When discussing abstract words like beautiful, wonderful, exciting, loyalty, dangerous, pupils should be able to select several pictures which illustrate the meaning for a given word.
5. Evaluating pictures.	5. After reading several outside books and studying the illustrations in each, most pupils should be able to tell the class: (1) which book, in their opinion, was the best illustrated (2) give the name of the illustrator (3) show several of the illustrations (4) give reasons for their opinions.

2.2 Developing Visual Perception

1. Identifying configurations.	1. Through contextual clues and help given by the teacher, most pupils should be able to sight all the proper names in the Macmillan reading books and words such as eyes, librarian, vinegar, coyote, and beautiful.

Materials	Suggested Activities
	5. Children at this level are not really qualified to judge illustrations on the basis of technique. However, having to choose an illustrator they think is the best could force them to become conscious of their reasons for saying that they like a type of illustration. The teacher might draw out the reasons with questions like: "If you had not read the stories but just looked at the pictures, would you still choose this illustrator as the best?" "Does the illustrator capture a feeling of a character in the story?", "How would you describe that feeling?", "Does the illustrator use many details?", "Does he use beautiful shades of color?", "Are his lines light or bold?", "How do the illustrations make you feel?".

2.2 Developing Visual Perception

1. Identifying configurations.	1. When asked to choose from setsof words like ever-never-very-every, though-thought-through, tried-tired , left-felt, saw-was , quiet-quite, most pupils should be able to select the correct word for a given context.
2. Controlling the direction of eye movement.	2. When reading silently, most pupils should be able to avoid the following: -constant moving of the head while reading across the page -constant use of the finger as a line guide -constant whispering of the words
3. Controlling eye fixations.	3. By the end of second grade, most pupils should be able to see in one fixation short phrases such as: the little boy a brown dog in the tree on the mat is coming is given

2.3 Decoding the Written Word

1. Learning the alphabet.	1. All pupils should have mastered the alphabet by the time they get to second grade.

Materials

Suggested Activities

2. Check pupils to find out if they can distinguish their right side from their left side. Those who can not may have serious reading problems.

3. At first, the number and length of eye fixations per line may be relatively many and long; however, after the pupils acquire more experience in reading, the number of fixations and the length of fixation time should decrease considerably for most pupils.

   To help a pupil improve his reading rate, make up a series of cards, ranging from short phrases such as the dog to complete sentences such as The happy dog wagged his tail for an hour. Show the card to the pupil for an instant and expect him to tell you what he saw on the card. Adjust showing time to the pupil's ability to read.

2. Corresponding symbols and sounds of consonants.	2. By the second semester, almost all pupils should be able to decode the sounds for any reliable phonemic-graphemic correspondence of consonants in either initial, medial, or final positions of words in the reading texts.
Reliable correspondences:	After reading and sounding words like box-fox-rocks-locks, most pupils should be able to examine the printed forms of words like tricks-blocks-ox-face and circle those which have the same ending sounds.
Variations:	From past reading experiences, from contextual clues, and from direction given by the teacher, most pupils should continue to distinguish between the "soft" and "hard" sounds represented by the letters c and g in the new reading words.
	After seeing the word in context and after hearing how given parts of the word sound, most pupils should be able to associate the symbol s with the /z/ sound in words like busy and husband.
	Through contextual clues, but mainly through the teacher's guidance in telling which letters are not sounded, most pupils should be able to sound words like gnome, sign, toward, climb , answer, half, through, and hour when reading the words aloud to the class.

Materials	Suggested Activities
2. Eman's "Phonics: A Look Ahead," *Elementary English*, NCTE, May 1969. See "Aural Discrimination," pages 147-149 in this guide.	Have pupils list as many "soft" *c* words as possible and note graphemic consistencies. Most pupils should catch the *e* influence in words like *twice*, *faucet*, *certain*, *face*, *center*, and *ice*.

2. Corresponding symbols and sounds of consonants (continued).	2. In addition to the blends listed on page 93 of this guide, most pupils should be able to sound out the following marked blends by the end of the year: skunk twin glass splash sky twice glare splat squirrel soft squeeze raft
3. Corresponding symbols and sounds of vowels. Reliable Correspondences:	3. By the second semester, most pupils should be able to apply the following rules when reading silently: 1. When a vowel is at the beginning of a one syllable word like add or end or in the middle of a one syllable word like hat or tan, the vowel sound is "short." 2. When there are two vowels in a word, one of which is a final e, as in stale, kite, or ate, the first vowel is usually sounded "long"; the second vowel is not sounded. 3. When the letter y is at the end of a one syllable word as try, the y usually represents a long i sound. 4. When the letter y is at the end of a two syllable word such as happy, the y usually represents a short i or a long e sound, depending on whose dialect you are using. Through previous reading experiences, contextual clues, and help from the teacher, most pupils should be able to sound the vowel influenced by the letter r when reading aloud words such as

Materials

2. Allens' English Sounds And Their Spellings, Crowell.

Game: "Phonetic Quizmo" by Milton Bradley.

"Magic Cards" by Ideal.

Word Blend, Kenworthy Educational Services.

Look, Kenworthy Educational Services.

Game: "Phonic Rummy" by Arnold Publishers.

Phonic flash cards by Gelles-Widmer Co.

Durrell's Speech to Print (kit), Harcourt Brace and World.

Suggested Activities

2. Contextual clues and sound clues might be stressed by having the pupils discover the sounds for three letter blends like squ. In having the pupils approach the word squeeze, for example, the teacher might:
    1. Have the pupil associate the initial sound for the letter s with the initial sound and symbol in the word say.
    2. Write the word quiet on the board, underlining the qu and ask the pupil to pronounce the initial sound.
    3. Have the pupil sound the s+qu in the word squeeze.
    4. Have the pupil associate the ee in squeeze with the same two letters and sound in deep.
    5. Tell the pupils to add the sound for the symbol z.

3. If some pupils are having a problem understanding the influence of the final e in words like cone, phone, write on the board two lists of words, and have pupils look for similarities and differences in phonemic-graphemic correspondences.

can	cane
hop	hope
hat	hate
fin	fine
ton	tone
	*come
	*some

*Pupils should be able to identify these exceptions.

	curl-hurt-surprise.
3. Corresponding symbols and sounds of vowels.	3. Through contextual clues, through the known word little, and through the teacher's helping the pupil to discover the initial sounds, most pupils should be able to sound words like cattle and bottle when reading.
	Through identification of known words, through contextual clues, and through the teachers breaking the words into syllables and giving the schwa sound for the vowels in unstressed syllables, most pupils should be able to read aloud words like along, alike, away, and bacon.
Variations:	Early in the year, most pupils should be able to note phonemic similarities and graphemic differences in words like kite-bite-write, light-bright-tight. Contextual clues, sound clues given by the teacher, and associations of words such as sigh and high from from first grade reading should guide the pupil in reading aloud the -ight words.
	From contextual clues and considerable help from the teacher, most pupils should be able to note the irregularities of the phonemic-graphemic correspondences and read aloud words such as skis, skiing, favorite, warms, pint.
4. Corresponding symbols and sounds of digraphs.	4. While discussing the sounds represented by digraphs such as th,wh, sh,or ch, most pupils should be able to list words having the same sound-symbol relationship,as in when-where-why-what-whether.

Materials
3. Ciardi's I Met a Man and The Reason for a Pelican.

See pages 149-150 in this guide.

4. Digraphs (continued)

4. After discussing the sounds represented by a "new" digraph learned in reading, most pupils should be able to tell the teacher other words which contain the same sound. After the teacher prints the words on the board, all pupils should tell whether or not the graphemes correspond with the given sound. For example, if the "new digraph" is ea as in meat, pupils might add words like team, beat, peas, seat; however, when words like feed, deep, and thief would be added, the pupils would note the differences in spelling for the same sound. The teacher might then make two other lists: one for deep and another for thief. Under deep would come additions like feet, seed; under thief would come words like piece, and believe. For words like receive and Pete, new lists could begin. Similar approaches might be used in having the pupils note sound-symbol relationships in words like die-by-buy, twirl-curl-earl, show-sugar-ocean-nation, grow-how-though-go-mow-sew.

Early in the year, most pupils should be able to use contextual clues to determine what sound is represented by a digraph inconsistant in phonemic correspondences. For example, context should give clues for sounds represented by the ea digraph in words like bear, leaf, learn, and near; the oo digraph in good, room, door; the ow digraph in own, bow, owl; the ou digraph in group, loud, pour, trouble; the ee digraph in beet, been; the ie digraph in fields, die. And by the end of the year, most pupils should be able to look at the words in isolation and sound them correctly.

Materials

4. Recommended materials for more advanced pupils:

   SRA Reading Lab, 2b and 2c for third grade.

   Sullivan's Workbooks on Programmed Learning

   Reader's Digest materials.

Suggested Activities

4. Two suggestions for pupils who are advancing more slowly in reading:

   1. Early in the year, ask pupils to cut out printed forms of words that they can read. Tell them to paste the words on paper and to read them to you. This activity serves two purposes: It tells the teacher what the pupil can identify in reading; it serves as a springboard for word attack.

   2. Invite some pupils to come in before school starts to play "School," with one of the pupils acting as the teacher. Have the "teacher" call on pupils in the small group to read and to sound new words.

One phonetic principle (?) which many texts stress is "When there are two vowels side by side, the first one usually is long and the second one is silent." There are so many exceptions to the rule, one wonders if indeed the term "principle" is a valid one. Perhaps the notion might be introduced more honestly if the teacher said something like this: "Many times when two vowels are next to each other, in words like bead and road, the double vowel stands for the long vowel sound of the first letter." The teacher could ask the pupils to list words that illustrate this notion. Then the teacher might add another list and say "In this list of five words, only one word contains a digraph that represents the long vowel sound of the first letter in the digraph. Can you tell which word it is?"

(Continued on page 202.)

4. Digraphs (continued).

4. After seeing words like though-thought-tough in print and after discussing the sounds and meanings of the words, most pupils should be able to associate the -ough sounds correctly when selecting words for a given context:

> I (though- tough - thought) he would never answer the phone.

If the context contains very apparent clues, and if the teacher carefully guides the class in phonetically approaching the word, most pupils should be able to read aloud words with digraphs representing exceptional variations of sound, as in: coyote, and idea.

2.4 Developing Skills in Structural Analysis

1. Base forms.

Nouns:

1. Early in the year, after seeing the plural forms of words like party, pony, and candy, and after listing -y ending singular forms of nouns and their -ies plural forms, most pupils should be able to apply the principle of changing the y to i and adding es, when seeing words like cookies, berries, cherries, and pennies.

Early in the year, after seeing the plural form of words such as churches and dresses, most pupils should be able to associate the es ending with the /iz/ sound.

Through contextual clues, syntactic clues, and the teacher's explanation of plural and possessive forms of nouns,

(Continued on page 203.)

Materials

Suggested Activities

4. Continued from page 200:

After discovering the inconsistencies of the "long-vowel-first-letter-in-the digraph" notion, pupils should be able to develop lists that illustrate words in which the notion does apply and lists in which it doesn't apply:

Places where it works:

beat
meat
bead
tear
road
lean

Places where it doesn't work:

chief
veil
soup
tough
sweat
loin

1. Even though the pupils might easily recognize the plural forms like cherries and dresses, many misspell the words in writing. The teacher should anticipate the application of the principle to encoding to take several years for most pupils.

1. Base forms.	1. Continued from page 201: most pupils should be able to tell the teacher what the plural or possessive forms mean in a given context. (The matter of selecting correct grammatical forms of nouns is something else. See page 257.)
Pronouns:	Through contextual clues, most pupils should be able to distinguish between possessive forms of pronouns and various pronoun contractions. However, in identifying the reference for a pronoun, some pupils will need direction through questions such as "Who is the she in the story?" "What does the word it stand for here?"
Adjectives:	After discussing new words like loud-large-wild and pretty-funny-silly, most pupils should be able to recognize the base of the word in other forms: louder-loudest, prettier-prettiest.
	Most pupils should be able to tell the teacher the difference in meaning between the -er affix in words like wilder-louder-brighter and the -er affix in words like doer-sender-receiver.
	Most pupils should be able to give correct answers 90% of the time when asked if various adjective, adverb, noun, or verb structural affixes can be used with a word in a given pattern: "Can I say 'John is gooder' ?" "Can I say 'We are funning '?" (See note on page 204.)

Materials	Suggested Activities
	1. Re: Meanings of Possessive Forms Since the reading text incorporates phrases such as "hour's time, " it may be important to have the pupils distinguish between two uses of the 's structural affix. One popular notion about the 's affix with nouns is that it signals possession, as in the boy's home. This notion does not fit, however, when applied to expressions such as in an hour's time or today's cowboys. The latter merely signal abbreviations for something like within the time of one hour and cowboys who are living today. The use of the 's in the latter does not "signal" possession.
See 3.6 for suggestions that incorporate the use of comparative forms of adjectives in the writing of poems.	Adjectives: When children first come to school, some will make logical errors with adjective forms for words like good and funny. At times, the terms funner and gooder might be used. By the end of the year, most of these mistakes can be corrected through pupils' hearing and imitating use of the correct forms.
See note about -ly manner adverbs on page 210.	In class discussion, pupils will hear the word more or most in front of a word like beautiful. The teacher might point out that some words like tall-large-small take an -er or -est affix when the word is used in a comparison. But other words like beautiful, helpless, and important have the word more or most in front of them. * We are funning is good English.

1. Base forms (continued).

1. Early in the year, through contextual clues and through the teacher's direction in giving clues for the phonemic-graphemic correspondences in words like hoping-making-racing, most pupils should be able to note that the dropping of the final e in the -ing form has no influence on the sound represented by the vowel in the medial position of the first syllable. Similarly, most pupils should be able to note the dropping of the final e in the -ing forms of words like waggling and struggling.

Early in the year, when seeing forms of regular verbs such as looks-looked-looking, almost all pupils should be able to identify the base word and tell what has been added. Later in the year, when discussing words like carries and emptied, most pupils should be able to identify the base word and apply the -y to i + es (or ed spelling principle) when explaining the spelling of the third-person singular, and past tense forms.

After listing and discussing common irregular verb forms encountered in reading, most pupils should be able to point to repeated graphemes in the spelling of variant forms such as take-takes-took-taken-taking, do-does-did-done-doing; and predict the use of variant forms for given syntactic patterns:

taken or took: The boy was ____ to the hospital.

When discussing the use of the -en verb forms such as forgotten and given in the reading text, and when comparing the

(Continued on page 207.)

Materials

Common irregular verbs to be noted in second grade reading materials:

- be
- have
- do
- give
- wake
- sing
- become
- swim
- fight
- teach
- fly
- speak
- eat
- ride
- run
- forget

Suggested Activities

1. At this level, it is not important that the pupils know and use the terms regular and irregular verb forms. The important thing is that pupils begin to observe consistencies in verb form affixation.

Many pupils will have problems using irregular verb forms correctly in their speech and writing. It might be assumed that most pupils are just becoming conscious of grammatical variations of forms for irregular verbs. Frequently pupils will say things like "I taked it to my friend," or "Who broked it?" Even though pupils may hear the correct forms from their parents and teachers and even though pupils may see the correct forms in reading materials, they may continue to use incorrect forms in speaking and writing for some time. What causes pupils to make grammatical mistakes with irregular verbs? Probably two things: (1) The logical mistake of affixing irregular verbs with regular verb endings: If we can say looked and talked, why can't we say speaked and taked? (2) The unreadiness on the part of some pupils' hearing and seeing similarities and differences in forms. (There is no assurance that pupils look at irregular verb forms of words as variations of a base word. For example, when pupils see the forms takes, took, and taken in different sentences, they may see each of the forms as different words, rather than as variations of form.) Recent research suggests that the pupils' confusion about form relationships may affect word recognition and comprehension. This being the case, listing and discussing common irregular verbs forms encountered in reading should be stressed.

1. Base forms (Continued). Verbs:	1. Continued from page 205: use of verb forms in sentences such as (A) I gave him a package and (B) I have given him a package, most pupils should be able to note two additions in Sentence B: the -en affix and the "helper" have. Pupils should be able to make similar discoveries in other sentences using words like is, was, were, am, are or has as "helpers" with -ing and -en forms (any past participial form). Through contextual clues in the text and through syntactic clues given by the teacher, most pupils should be able to tell that the -ing form of the word lie is lying. (If pupils ask "Why did 'they' spell lie with an -ie and lying with a y?", the teacher might say "Did you ever think how funny the word might look if the -ie were used with the -ing form?" (lieing)
2. Syllables.	2. After becoming more familiar with variant forms of words and spelling influencing affixation, most pupils should be able to look at the whole of a known word affixed by known endings and sound the syllables in the word. For example, when seeing the word making, pupils should be able to associate the base make + ing (b) note the application of the final e "principle" to arrive at mak, and (c) identify the two sound units: mak + ing. See pages 145 and 153-156.
3. Derivational affixes.	3. When seeing and discussing meaningful parts in words like re-entry, impossible, unfavorable, most pupils should be able to (a) give other words containing the same prefix, and (b) identify and give the meanings of prefixes re-, un-, and im- when affixed to other words in sentences.

Materials

2. Syllables: SRA Reading Laboratory.

3. Affixes: Word Prefix Cards, Kenworthy Educational Service.

Suggested Activities

1. Verbs: Please note there is nothing sacred about the word "helper." Tradition has kept it in because the word suggests a grammatical relationship between a verb form and a verb auxiliary. Having the pupils identify the "helper" and the verb is just a beginning for getting pupils "to see" a grammatical relationship, the operations of which are highly complex.

A suggestion on giving a syntactic clue for seeing relationships between variant forms of irregular verbs:

1. Write two sentences on the board:
   A: The dog is lying on the ground.
   B: Mary wants to lie under a tree.

2. Ask the following questions:
   Can I take the word lying and put it in place of lie? Can I put is lying in place of lie? If I want to use is lying in Sentence B, what part of the sentence will I have to erase? Wants to lie goes together, doesn't it? In Sentence A, can I use the word lie in place of the word lying? Is lying goes together, doesn't it? If I erase is lying, should I use lie or lies with The dog ______ on the ground?

3. Derivational affixes.

Suffixes:

3. After learning new words like library or bank, most pupils should be able to find the base of the word in other words like banker or librarian. And after discussing the use and the meanings of the -er and -ian suffixes, pupils should be able to invent other words by adding the -er and -ian affixes.

When seeing words like quietly, slowly, and loudly, most pupils should be able to identify the base word and tell what has been added.

After seeing and discussing the meaningful parts of words such as roundish, helpless, kindness, thoughtful, readable, visible, vision, and direction, most pupils should be able to list other words with the same suffixes and make up new words by affixing known suffixes to known base words.

4. Compounds.

4. While seeing and discussing many of the compounds used in the second grade materials, most pupils should be able to:
   (1) Tell which words make up the compound.
   (2) Distinguish between compound words which "tell their own meaning" as in evergreen, sandman and boyfriend and compound words that do not "tell their own meaning" as in sandwich, horse-radish, and butterfly.
   (3) Explain the meanings of compounds which tell "their own meanings":
      A tail wagger is: one who wags his tail.
      A popcorn popper is: a machine that pops popcorn.

(Continued on page 211.)

	Materials		Suggested Activities
3.	Apples 'n' Trains 'n' Things, WVEC publication. Group Sounding Games, Garrard Publishers. Word wheel with derivational affixes.	3.	Have pupils draw a line to the correct meaning in sets such as the following: painless — without color careless — without pain colorless — without care Note about -ly suffix: The affix -ly is derived from the Middle English word lic, which meant"like." So a person who acted friendly acted like a friend or friend-like.
		4.	Illustrate the use of the reflexive pronoun form to show emphasis. Write on the board two sentences: I painted the picture. I painted the picture myself. Ask the pupils if there is any difference in the meaning of the two sentences. The difference is a matter of emphasis.

4. Compounds.	4. Continued from page 209: (4) Note the differences between the compounds which are hyphenated and those which are not: merry-go-round tie tack horse-radish candy cane (5) Make up compounds from a given list of words. (6) Give logical explanations for inventions such as: snow room, room fly, gold mover, teabag get-together, ice cream nightmare, or any others invented by the pupils.
5. Sentnece and phrase units.	5. Frequently throughout the year, most pupils should be able to pick out single words, phrases, and clauses that give meaningful clues for time and place. For example, when looking at the sentence Mary skipped home after lunch, most pupils should be able to answer the question "What two words in this sentence tell you when Mary skipped?" Or in the sentence Mary skipped on the sidewalk, pupils should be able to answer "What group of words tell where Mary skipped?" When examining a sentence such as If you were lost, what would you do?, most pupils should be able to tell the teacher which part of the sentence gives a condition---"tells a problem." Similarly, when examining sentences such as Mary walked home by herself because no one waited for her, most pupils should be able to tell the teacher which part of the sentence gives a reason for Mary's walking home alone. (Continued on page 213.)

Materials	Suggested Activities
5. See page 208 for behavioral objectives about pupils' identification of verb phrase units. Game: "Language Lotto," Appleton/Century/Crofts. Pictures from Manual 9, Folder 1, Pictures to Build Vocabulary, Educational Publishing Service, Inc.; Cambridge, Mass. 02139	5. Frequently arrange pupils into small groups and have them identify what they see in a series of selected pictures. Ask each pupil to write down sentences that explain what he saw. After helping some of the pupils spell the words in their sentences, ask the group to identify parts of the written sentences which signal time, place, or reason.

5.	Sentence and phrase units.	5.	Continued from page 211. After being given scrambled sets of words such as home going is he, most pupils should be able to do the following: -Arrange the words into a statement: He is going home. -Arrange the words into a question: Is he going home? -Tell what word shift took place in the question. -Test other sentences beginning with is to determine if is at the beginning of a sentence signals a question.
2.5	Understanding the Meanings of Words		
1.	Recognizing words that have similar meanings.	1.	When given sets of words such as completed-always - finished - changed, most pupils should be able to circle the two words that are most alike in meaning. Frequently throughout the year, when asked to give a substitute word for "reading words" such as artist, atmosphere, ferocious, chuckle, frightened, stream, plump, vanish, farewell, and elderly, most pupils should be able to list a synonym for the given word. After hearing the pupils give their words, the class should be able to refer to the context of the story to determine whether or not the words given by the pupils should be accepted.

Materials	Suggested Activities
1. Marlene Glaus's *From Thoughts to Words*, NCTE. See page 203 for references to the use of pronouns.	1. Note: Most pupils' vocabularies will still be beyond the words used in the reading texts. However, all pupils, whether or not they see the words as "new", should be able to discover new meanings for words by talking-out and sharing their impressions about how words are being used.

2.5 Understanding the Meanings of Words (continued)

2. Recognizing words that have opposite meanings.	2. When given sets of words such as loud-huge - good - quiet, most pupils should be able to circle the two words which are opposite in meaning. After using contextual clues to arrive at the sounding and the meaning of new words such as quiet, something, rough, whisper, frozen, horizonal, coarse, most pupils should be able to guess the antonym for the given words.
3. Understanding word meaning through contextual clues. New words:	3. After using the context of a passage to guess at meanings..... -For words like wobbly, quibbly, rambling, waggle, grinned, receive, swirling, bathe, most pupils should be able to act out what the words mean and list other words or phrases which have similar meanings. -For words like threshold, temperature, landlord, pasture, gnome, hummingbird, carriage, most pupils should be able to draw a picture to illustrate the meanings of the words. -For words like honorable, enchanted, experiment, finest, unseeable, discover, thoughtless, most pupils should be able to tell the meaning of the word by giving an example.

Materials	Suggested Activities
2. Provensen's Karen's Opposites, Golden Press.	2. Have the class develop an antonym-synonym-homonym book with pictures, drawings, and sentences to illustrate the use of the words.
Matching games: "Old Maid", "Snap"	Note: The purposes in having pupils list opposites are: to improve the focus of meanings for words being discussed---to help the pupils find a reference point for the meaning of a word, and to teach new words.
	3. Here the teacher might help the pupils by asking questions such as: "What might an enchanted forest look like?" "Would you be frightened if you were lost in one?" "Why - or Why not?"

2.5 Understanding the Meanings of Words (continued)	
3. Understanding word meaning through contextual clues.	
Variations:	3. By comparing the use of the same word in two different passages, most pupils should be able to explain the variations of meaning in the two sentences. (See page 218 for examples.)
Homographs:	When finding words like lie, bow, roll, match, and bark in sentences, most pupils should be able to tell what other words have the same spellings but different meanings, and make-up sentences using the homograph in a contextual pattern which indicates the pupils' understanding of the word differences: We ate a roll for breakfast. Don't forget to roll-up the car windows.
Homophones:	After noting "sound-alikes" such as there-their, piece-peace, weak-week, sent-cent, know-no, and after discussing their meanings, most pupils should be able to invent spelling and contextual clues that would help pupils to identify the correct word. (See page 218.)
2.6 Understanding Other Graphic Markings	
1. Capital letters.	1. When discussing various language signs and asked "What do capital letters signal?", most pupils should be able to help list the following:

(Continued on page 219.)

Materials	Suggested Activities
3. James Smith's Creative Teaching of Reading and Literature in the Elememtary School, Allyn and Bacon See page 112 for distinctions in defining homograph, homophone, and homonym.	3. Examples for sets of sentences which might be used in teaching meaning variation: A. Mary was listening to the radio. A. The trees seemed to be listening to the night. B. John could not fix his bike. B. Well, you got yourself into a fine fix! C. Jane and Mrs. Hardy enjoyed their sight-seeing trip to Chicago. C. David lost sight of the fish that were swimming near the lily pads. D. That was not hard to do at all! D. Jeff seemed hard-headed about keeping the ball. D. The ground felt too hard to sleep on. Spelling clues for homophones: Hear contains the clue word ear. There contains the clue word here, both referring to place. Piece contains the clue word pie.

2.6 Understanding Other Graphic Markings (continued)

1. Capital letters.	1. Continued from page 217: -First word at the beginning of a sentence. -A specific name of a person, city, state, river, country, building, and so on. -A title such as Mr., Mrs., Miss, or Dr. -A title of a story or poem. -A new line of poetry in some cases. Also, most pupils should be able to guess at reasons for capitalization of the following: -A word like Old in the name Old Red. -Words like Granny or Mother. -Words that represent races: Indians, Negroes. -All of the letters in the names of characters who have lines in a play. (See Enchanted Gates, p.245) -Words like TV.
2. Juncture signals.	2. When reading aloud, most pupils should be able to use intonation patterns that signal an understanding of end markings for statements, questions, and exclamations. With practice some pupils should be able to read sentences containing commas and dashes and pause as directed by the punctuation. Similarly, with considerable help in reading poetry aloud and through coaching by the teacher, most pupils should be able to read lines of poetry without pausing at the end of the line that has no punctuation signal. After discussing the use of a series of periods in sentences (continued on page 221)

Materials	Suggested Activities
2. Check 3 M Transparencies at WVEC.	2. The Macmillan reading texts use many dashes to signal an interruption in thought or speech. Have the pupils skim the book for examples that could be read aloud.

2.6 Understanding Other Graphic Markings (continued)

2. Juncture signals.

2. Continued from page 219:

such as "I... I... I don't remember the poem," he said in a low voice, most pupils should be able to read the passage, signalling a break in the continuity of speech.

When reading a play and discussing the use of the colon after words such as Time: and Place:, most pupils should be able to conclude that a colon (a) may signal a pause and (b) may act like an arrow ⟶; it points to a message.

3. Quotation marks.

3. When examining sentences such as the following, most pupils should be able to explain the differences between a direct quote and an indirect quote:
   A. Jimmy's dad told him he could go to the farm.
   A. "Yes, Jimmy, you can go to the farm," answered the father.

(Pupils should not be expected to use the terms direct quote and indirect quote.)

4. Hyphens.

4. By the second semester, pupils should be able to find uses of the hyphen and dash in the reading material and compare the differences. Most pupils should be able to conclude that:

(continued on page 223.)

Materials	Suggested Activities
3. See page 113 in this guide.	3. Have the pupils note that quotation marks are not used in play scripts. Ask the class to guess at some reasons for the quotes not being used.

2.6 Understanding Other Graphic Markings (continued)	
4. Hyphens.	4. Continued from page 221: -Hyphens are shorter than dashes. -Hyphens are used to signal a relatedness between words or word parts. -Dashes are used to indicate a pause or an interruption in thought or speech.
5. Contractions and Abbreviations.	5. From contextual clues, most pupils should be able to guess at the two words that make-up contractions such as: you'll, he'll, I'll, you're, he'd, what's, and couldn't.
2.7 Developing Reference Skills	
1. Picture dictionary.	1. After examining and discussing the design of a picture dictionary, most pupils should be able to write their own booklet containing letters---both cases, pictures, and words that correspond with the first letter of words for the pictures.
2. Dictionary.	2. Early in the year, most pupils should be able to alphabetize sets of words such as birds, animals, reptiles, insects. Later in the year, some of the pupils advancing more rapidly should be able to alphabetize sets of words such as hike, hinder, hill, hire, and hinge.

Materials

1. My Picture Dictionary, Scott Foresman.

Suggested Activities

4. Have the pupils note that hyphens are used to show a relatedness of words or word parts:
   - with numbers: Twenty-nine
   - in some compounds: paw-shaped, curly-eared
   - with few prefixes or suffixes: re-entry, see-able.

Near the end of the year, introduce the use of the hyphen to signal a written syllable division for the continuation of a word on another line.

2. Have pupils bring in copies of last year's telephone directory. Since not everyone will have an old directory available, arrange the class in groups so every pupil will have access to a directory. Give each pupil an opportunity to find listings such as: the names of their parents, the number of physicians listed in the Yellow Pages, the school's telephone number.

2. Dictionary.	2. From experience in using the self-help dictionary in first grade and from the teacher's showing pupils how to locate words in references such as a book of synonyms or a dictionary, most pupils should be able to find words and their meanings in either of the references---provided the teacher helps the pupils in spelling the words which are being looked up.
3. Text books.	3. Early in the year, after reviewing the table of contents and glossary for the reading texts, most pupils should be able to (1) use the table of contents to tell the teacher on what page certain stories can be found, and (2) use the glossary to locate given words. After the teacher reviews the title pages of the first reader with the class, most pupils should be able to examine the title pages of the second reader and find the name of the publishing company, the place of publication, the year of copyright, the senior authors, and the chief illustrators.

2.8 Interpreting Literature

1. Distinguishing between conventional types of literature.	1. Early in the year when skimming through the text to find out what types of literature will be read, most pupils should be able to locate a play, poems, animal stories, stories that go back into history, an explanation of how something is done, and make-believe stories about things that could happen often.

Materials	Suggested Activities
2. *My Word Book/2*, Lyons and Carnahan. *Dictionary of Synonyms For Elementary School*, Scholastic. *Thorndike-Barnhart Beginning Dictionary*.	
	3. Show pupils how to locate information in encyclopedias, if available in your room; or consult the librarian for library tours and explanation about the use of available references.

2.8 Interpreting Literature

1. Conventional types (continued).	1. Later in the year, most pupils should be able to compare writings such as "The Work Cowboys Do" and "Can Animals Learn to Talk?" and tell how both are similar in terms of factual writing. Similarly, pupils should be able to compare two fables and tell how they are alike in terms of (a) credibility and (b) the way the stories end. By the end of the year, some pupils should be able to give a difinition for the terms fable and folk tale.
2. Reading poetry. Images:	2. After silently reading descriptive poems such as "Rain" (p.36, Enchanted Gates) or "Poor Jonathan Bing" (p. 201, Shining Bridges), most pupils should be able to tell what they visualized as they read the poem. In discussing story poems such as "My Dog" (p. 122 EG), most pupils should be able to find the lines which tell how the subject looks, (b) how it acts, (c) how it is treated by others, and (d) how the author feels about the subject. In reading and discussing poems such as "Way Out West" (p.128 SB), most pupils should be able to find detail which suggests an atmosphere or a mood in the poem.

Materials

Suggested Activities

1. Tell the pupils that a fable is a brief tale told to illustrate a lesson. The characters are most frequently animals but they need not be. Many fables that we still read today come from Aesop, a Greek slave who lived around 600 B.C.

   Tell the pupils that a folk tale is a brief story credited to a community or a country. Many folk tales were passed down by word of mouth. Ask pupils if they have ever heard of Pecos Bill, Davey Crockett, or Paul Bunyan. Some pupils should be able to add other folktale heroes to this list.

2. Reading poetry (continued). Form:	2. In discussing poems which have apparent divisions of stanzas, most pupils should be able to note consistencies concerning: -the use of rhyme -the number of lines in stanzas. (See page 230.)
	Through questions asked by the teacher, most pupils should be able to identify lines which convey a shift in the treatment of the subject. For example in the poem, "Could It Have Been a Shadow?", the teacher might ask "Which lines of the poem ask questions?" "Which lines give a possible answer to the question?"
	After hearing the teacher read poetry and after practicing reading poems such as "Sizes" (pg.38 S B) and "How to Tell the Top of a Hill" (p.251 S B), most pupils should be able to note that in some poems the reader is forced to pause at the end of a line--- but in other poems the reader must continue smoothly from one line to the next--- "Just like when you're talking."
	When reading poems such as "Otherwise" (p. 152, E G) or "Summer Song" (p. 78, S B), most pupils should be able to identify the repeated words or phrases that give focus to the poem.
Poem and Reader:	Frequently all pupils should share feelings about their own experiences which can be related to the meaning of a poem. (Continued on page 231.)

Materials	Suggested Activities
2. Poetry, NCTE. Poetry for the Elementary Grades, NCTE. A Beginning Book of Poems, Addison-Wesley Co. An Invitation to Poetry, Addison-Wesley Co.	2. Very likely, pupils will not know what the word stanza means. Consequently, it might be necessary to have the class briefly compare the forms of poems such as these three, all in Enchanted Gates: "Friends," "Home to Me Is Not a House," and "Could It Have Been a Shadow?" Ask the pupils to describe the differences they see in the way that the lines are grouped. After they see that "Friends" has a series of two line word groups, and that "Home to Me Is Not a House" has four, and that the third poem has all eight lines in one word group, introduce the term stanza. Have the pupils read and contrast the use of run-on lines in "Sizes" to the use of end-punctuated lines in "Friends."

2. Reading Poetry (continued).

2. Continued from page 229:

For example, after reading "The Little Whistler" (p. 68 E G), most pupils should be able to share through answering questions such as "How did you feel when you first learned to whistle?" "What thing do you want to learn to do next: Ride a two-wheeler? Swim under-water? Skate?" Or in discussing "Sizes," most pupils should be able to answer questions such as "Can you think of anything that seemed big to you before but isn't big now?" "Because of your size and strength, what can you do now that you couldn't do last year?"

Poet and treatment:

When discussing a poem such as "Sizes," some pupils should be able to tell (a) Who is talking in the poem (An adult? A young person?) (b) To whom the speaker is talking (Young children? Teenagers? Grandmothers with wooden legs?) (c) How the "speaker" feels about the "listener" in the poem.

In comparing poems such as "Scat! Scitten!" (p.203, E G) and "The Little Whistler", most pupils should be able to tell which poem tells a story and which poem is basically a "play with words."

Later in the year, the pupils advancing rapidly should be able to discuss poems such as "The Pasture," (p.155, S B) and "Poor Jonathan Bing," and tell what the repeated lines in both the poems suggest about the poet's feelings.

Suggested Activities

2. Frequently have all pupils experiment with recording their favorite poems. Play some of the good readings for the entire class.

3. Reading fiction.

Details about characters:

3. Early in the year, most pupils should be able to answer simple questions which are aimed at understanding the motives of characters: "Why did Andy get out on the roof?" "Why didn't Mrs. Hardy fix Andy's pants right away?"

In discussing many of the stories, most pupils should be able to locate details which tell the reader what the character thinks of himself.

In stories such as "The Boy Called Booie," or "Rambling Richard," most pupils should be able to find details at the beginning and the ending of the story which tell the reader that the character has changed in some way.

After silently reading a story, most pupils should be able to explain how the characters reacted to each other; and on the basis of these explanations, some pupils should be able to draw conclusions about traits of a character.

Frequently, most pupils should be able to give details that could support inferences embedded in questions such as: "Early in the story, what told you that Booie had a seeing problem?" "What told you that Booie was very displeased with his name?" "Why were the players making fun of Booie?"

Frequently, from story pictures and contextual clues, most pupils should be able to locate details that suggest a characters' feelings : sad, lonely, angry, happy, confused, and solemn.

Materials	Suggested Activities
3. Pooley's English Language Arts in Wisconsin, Department of Public Instruction, Madison Wisconsin. For pupils advancing more rapidly, see: Wide Horizons Series, Scott Foresman. Climbing Higher, Houghton Mifflin. Literature Series, Harcourt, Brace & World. See pages 117-119 in this guide. Record: Ciardi's I Met a Man, Folkways Recordings.	3. One character which many children love to read about is Amelia Bedelia: See Parish's Amelia Bedelia and recommend it to the class.

3. Reading fiction (continued).	3. After examining figurative expressions which suggest a character's feelings, most pupils should be able to use details from the context of the story to support their interpretation of the figurative expression. For example, most pupils should be able to find detail in the story which would support an interpretation of this sentence: "Suddenly Roger felt as empty as a balloon with no air in it." ("Roger and the Fox," p.206, S B).
Details about sequence:	Throughout the year, most pupils should be able to explain the sequence of events in a story in terms of cause-effect relationships. When asked to examine the sequence of events in a given passage---especially in folk tales, most pupils should be able to locate the lines which tell what happened first, second, and so on. When reading and discussing the major headings of longer stories, most pupils should be able to identify words that clue the reader about what is to follow. After reading the first part of a story, most pupils should be able to use the clue words in the headings to make predictions about the outcome of the story. After discussing both major and minor events in a story, most pupils should be able to answer questions such as: "What one event in the story seemed the most important?" "Which event made the story a happy ending?" "What change in events could have made the story a very sad ending?"

Materials	Suggested Activities
WVEC Film: F40001 "A Chairy Tale"	Sequence: Show "A Chairy Tale." Ask class to explain the story they saw in the film. List the sequence of events which make up the silly tale of a chair craving for understanding.
	Give pupils a scrambled list of main events in a story. Have the class number the events in the order which they happened.
	Recommended practice for slower pupils: Cut frames out of newspaper comic strips. Shuffle them. Have pupil put them into proper order. To make this more difficult, include a frame of the same strip from another date. The pupils should pick out the one that does not belong.

3. Reading ficton (continued).	3. Most pupils should be able to locate story pictures and descriptions of setting which suggest how a character might feel. (A story such as "Lost in the Woods" would fit well here for descriptions of settings which suggest mood.)
Relating the story to self:	After reading tales such as "The Ugly Duckling," or "Rambling Richard," most pupils should be able to associate characters and events in the story with people and events seen or talked about in their world. And frequently, pupils should be able to tell what they would do if they were in the place of one of the characters.
	In reading many of the stories about animals, all pupils should be able to share experiences about animals which they have had or animals which they would like to have for pets.
	After reading a series of stories, pupils should share their opinions about which one of the stories seemed the most suspenseful, the most humorous, the most surprising, the most adventurous, the most believable, and so on.
Relating conflicting forces within the story:	By referring to story events and characters, most pupils should be able to explain problems around which the stories are based. Similarly, most pupils should be able to identify story action which adds tension in the story. (See examples on page 238.)

Suggested Activities

Examples for relating conflicting forces: (1) In "The Boy Who Couldn't Swim," a group of boys calling Tommy a "frightened baby" adds tension to the story. (2) In "Lost in the Woods," the howling wolf getting nearer and nearer adds to the suspense.

3. Reading fiction (continued)	3. When discussing folk tales such as "Till's Monkeys and Owls," "Rambling Richard," or "Tiger in a Cherry Tree,"--stories in which there are sharp contrasts of characters, most pupils should be able to answer questions such as "Which characters seem most opposite to each other?" "In what way are they opposite?"
Relating one story to others:	Frequently, when discussing problems of characters in the reading texts, most pupils should be able to list TV, comic strip, or other story characters who are sketched as having similar types of problems.
Relating the author's treatment:	In some stories, more than others, the author dwells on what the main character sees and feels, overtly sympathizing with the "hero" or"heroine." In stories where the slant is very apparent, most pupils should be able to answer questions such as: "Which character does the author tell you about the most?" "How does the author want you to feel about him (her)?" "How can you tell?"
Drawing conclusions about the main idea:	After reading folk tales such as "Why the Sea is Salt," most pupils should be able to draw a conclusion about the credibility of the story and give reasons for their opinions. After reading and discussing a fable, most pupils should be able to identify the lesson (or moral) which can be taken from the story.

3. Reading fiction (continued).	3. After reading and discussing a story having several episodes, most pupils should be able to tell the main idea to which all the episodes are related.
Drawing conclusions about the main idea:	From story pictures and contextual clues, most pupils should be able to predict what could happen to the character if the story were to continue. After reading a story silently and talking about what happens to the characters, most pupils should be able to make-up story titles which "capture" the main conflict in the story. In adapting a story to a play, most pupils should be able to tell what in the story is necessary in order to get across the main idea.
Drawing conclusions about the merit of a work:	Later in the year, when comparing stories which were enjoyed the most, pupils should be able to list their reasons for selecting "favorite" stories and then determine which reasons listed by the class are probably more important than others.
4. Reading non-fiction	4. Usually most pupils should be able to act out the simple written directions for skill building activities.
Finding details:	In reading the Weekly Reader, most pupils should be able to locate a sentence or a paragraph containing details given by the teacher.

Materials

Suggested Activities

3. In the Macmillan reading series, many of the stories contain marked divisions. When discussing the sequence of events in these stories, have the pupils list the division titles and add "what happens" under each of the titles. Then ask the class "What do all of these happenings tell us about?" If some of the responses are too general: "All of the responses tell us about Jane," encourage the pupils to give answers containing a predication: "All of the events tell us about Jane finding a dolphin for a pet and later using it to help her father's business." To get this type of response, it will, at times, be necessary to take parts of some pupils' answers and piece them together.

4. Early in the year, make up a set of drawing instructions, ditto them, and pass them out to the class. Tell the class to read the instructions to find out what they are to do. Score each pupil on how well he followed the instructions. Return the papers and review each of the points in the directions.

4. Reading non-fiction (continued). Finding deatils:	4. After reading short articles such as "Rubber Bones," or "Ben Franklin's Experiment," most pupils should be able to help list the series of main steps explained in the article. After reading short articles which classify types of things such as cattle brands or breeds of dogs, most pupils should be able to recall several of the most distinct types. After reading and discussing an article such as "What to Do If You Get Lost," most pupils should be able to summarize the article in terms of Problem- Solution. When reading a time-contrasting article such as "The Work Cowboys Do," most pupils should be able to locate details which can be used to explain contrasting differences in times. ("The Work Cowboys Do" describes some of the differences between the earlier cowboy and the cowboy today.)
Relating the experience to self:	Frequently all pupils should be able to tell what they might do if they were put into a situation described in short articles such as "What to Do If You Get Lost."

4. Reading non-fiction (continued).	4. Frequently all pupils should be able to give examples of other works or experience that can be related to the reading topics being discussed.
Drawing conclusions:	After discussing articles which explain past or present scientific notions, and after citing examples which suggest a result or a change of these notions, most pupils should be able to formulate a conclusion based on the results of the notion over a span of time. For example, after reading the article "Benjamin Franklin's Experiment," and after discussing many examples of progress which were the result of Franklin's discovery, most pupils should be able to conclude that Franklin's early experimentation with electricity was a meaningful contribution to man's discovery of electric power.
3.0 Writing	
3.1 Controlling Writing Movements	
3. Printing letters.	3. Early in the year, all pupils should be able to print capital and lower case letters when given directions for forming the letters. In the one inch space between lines, pupils should be able to clearly print the capital case letters. In the one-half inch space between lines, pupils should be able to clearly print the lower case letters.

Materials

4. See page 125.

Suggested Activities

NOTE: The behavioral responses for drawing conclusions, listed on page 245, might serve as an example of types of conclusions that should be anticipated from pupils in the second grade. Of course many others related to other disciplines could be listed here. But neither time or space permits it. In all cases, however, having the pupils "see" the details upon which a conclusion can be based is important. Listing the facts on the board, for example, helps formulate a conclusion. After a conclusion has been made, the class as a whole can check the given information to determine whether or not the conclusion should be accepted or rejected.

The teacher might lead the pupils to draw conclusions in the following ways:

- -Carefully select readings that allow the pupils to make a discovery.
- -List on the board significant details upon which a conclusion can be drawn.
- -Ask the pupils to draw a conclusion based on what has been listed on the board.
- -Help some pupils qualify their conclusions.
- -Have the class accept or reject conclusions.

4. Printing words.	4. By the end of the year, most pupils should be able to print words in lined areas more restricted than those given in previous printing assignments. When writing short compositions, most pupils should be able to leave adequate space between words and should be able to print most words legibly. Early in the year, when practicing copying paragraphs, all pupils should be able to note the paragraph indentations and adequately indent when writing the paragraph. Similarly all pupils should be able to follow margin rules set-up by the teacher---preferably one inch margins, with no writing on the bottom line.
3.2 Spelling	
1. Reliable phoneme-grapheme correspondences	1. After practicing the substitution of a core of reliable sound-symbol correspondences for beginning and ending consonants and "short" vowels in new monosyllabic words, most pupils should be able to use the symbols correctly to represent phonemes in similar word patterns. After practicing the substitution of initial consonants in reliable sound-symbol patterns in words like lake-take, line - fine, most pupils should be able to spell the words correctly 90% of the time in their own writings. After seeing and discussing the spelling of common initial blends as in place, where, try, show, grow, chip, most

(Continued on page 249.)

Materials

1. Robert Allen's *English Sounds and Their Spellings*, Crowell Press.

Suggested Activities

NOTE: There is not doubt that teaching penmanship is important to the primary student. However, it might be noted that in many curriculums, penmanship is taken out of perspective by the use of a plethora of commercial materials on writing. Young children need to learn how to print and write legibly--- but not at the sacrifice of thinking and creating. The challenge to every teacher is to combine the teaching of composing skills with the teaching of penmanship skills--- to let the class know that you expect work to be done neatly and legibly, but to be patient with "the uncoordinated late-bloomers."

NOTE: After serious deliberation, the English Language Arts Text Book Adoption Committee recommended that handwriting booklets not be used in our elementary schools. Instead, it was suggested that pupils practice copying from Macmillan letter cards or ditto material.

3.2 Spelling

1. Reliable phoneme-grapheme correspondences. (continued).	1. Continued from page 247: pupils should be able to use the blends correctly when spelling other words of similar difficulty. After seeing and discussing two syllable words containing double consonants as in rabbit, letter, and pretty, most pupils should be able to spell the words correctly in their own writings 80% of the time.
2. Alternative phoneme-grapheme correspondences.	2. After seeing and discussing variations of initial spellings for sounds represented by c and g, most pupils should be able to spell correctly the "known" words 80% of the time in their own writings. After seeing and discussing sound-symbol variations for -e ending words such as come, have, love, done, some, most pupils should be able to spell the words correctly in their writings most of the time. After seeing consistent patterns for common digraphs in words such as meat, look, coat, and show, and after seeing and discussing one variation for the digraphs as in bear, food, oar, and brown, most pupils should be able to spell correctly the words discussed 80% of the time---provided they see or hear the context for the words. After carefully noting the contextual pattern for homophones such as there-their, to-two, hour-our, blue-blew, most pupils should be able to select the correct spelling for a given contextual pattern.

Materials

2. Hanna and Hanna's Phoneme-Grapheme Correspondences as Cues to Spelling Improvement, U.S. Department of Health Education and Welfare, 1966.

Hanna and Hanna's "The Teaching of Spelling," Readings on Contemporary English in the Elementary School, Prentice Hall, Inc. (Note the section entitled "No Silent Letters in Spelling.")

Hall's Sound and Spelling in English, Chilton Co.

Suggested Activities

Re: i/t/a Transfer

Former i/t/a pupils may take longer in learning to spell. Complete transfer of i/t/a to T.O. in spelling usually takes two years.

Re: Variations for digraphs.

At first, the teacher might anticipate pupils to go through a period of adjustment in learning the sound-symbol correspondences for even the common digraphs. And with variations of sound-symbol correspondences for words containing -ough, anticipate pupils to vary considerably in their rate of adjustment to the spellings.

Re: Other common homophones:

wood-would
meat-meet
week-weak
sent-cent

3.2 Spelling

3. Affixes.

3. After discussing the spelling of -es plural forms for common words such as dresses, churches, marshes, most pupils should be able to associate the -es with /iz/ sound when spelling other nouns with the same plural ending.

After discussing the y to i+ es principle in spelling the plural forms of words like cherry and party and the third-person,present-tense singular forms for words like carry and empty, most pupils should be able to spell the correctly most of the -ies form words they commonly use in writing.

After reviewing "the dropping of the final -e in the spelling of the -ing forms of words like come, shape, and bite, most pupils should be able to spell the -ing forms correctly 80% of the time in their own writings.

After reviewing the "doubling of the final consonant" for -ing forms like running, swimming, and hitting, the better spellers should be able to spell the words correctly 80% of the time in their own writings; most pupils will need more than one year to adjust to the spellings in order to reach the 80% level in their own writings.

After hearing and sounding the past tense forms or irregular verbs such as take, keep, begin, and come, and after seeing the spellings of the past tense forms, most pupils should be able to spell the forms correctly in their own writings.

Suggested Activities
The spellings of short simple words can frequently give headaches to pupils on all levels. Some of the following "demons" might be tagged as "Words to Master": paid, tried, skied, truly, does.

3.2 Spelling

3. Affixes (continued).

3. After seeing and discussing variant forms of adjectives and adverbs, most pupils should be able to spell correctly the -er, -est, -ier and -iest forms correctly most of the time in their own writings. However, many pupils will need help in spelling the variant forms for words like friendly and lovely.

After hearing, sounding, and seeing common derivational affixes such as those listed on pages 207 and 209, most pupils should be able to spell correctly other known words to which the affixes have been added.

4. Compounds.

Most pupils should have no difficulty spelling correctly compound words such as snowman or blackberry. However, in many cases, pupils may not know when to spell the words together, when to use a hyphen, or when to keep the words separate, as in dog food.

After seeing and discussing the spellings of contractions such as can't, I'll, couldn't, and he's, most pupils should be able to spell the contracted forms correctly---provided that they "hear" the context for the given words. However, with contractions such as it's, we're, they're, many pupils will need considerable help since all of the words have homonyms.

Materials

Suggested Activities

Have pupils choose spelling partners. Let the pairs of pupils test each other on words which you give them and other words which they choose to learn. This is a simple way to combine spelling and vocabulary.

Have dictionaries available in the classroom. When pupils are in doubt about using a hyphen in the spelling of a compound word, show the class how to use the dictionary in checking for compounds.

3.2 Spelling	
5. Borrowed Words.	5. After seeing and discussing the spellings of a few borrowed words such as garage, rodeo, and coyote, most pupils should be able to spell the words correctly if given several opportunities to practice.
3.3 Grammaticality in Writing	
1. Word order.	1. From sets of scrambled sentences such as the to she going is store, most pupils should be able to write sentences which make statements and ask questions: She is going to the store. Is she going to the store?
	Through practice and through the teacher's coaching in writing and speaking, most pupils should be able to write sentences containing the correct variant form for common irregular verbs such as come-came, did-done, went-gone, bring-brought, ate-eaten, grew-grown by the end of the year.
	After discussing the use of "helpers" such as has-have, is-are, was-were, most pupils should be able to use in writing the forms of the helper that grammatically agrees with the subject of the sentence---provided that the pupil "hears" what he has written. (Rarely will a pupil say "She has gots to go!" However, he may write it if he does not hear his sentence.)

Materials	Suggested Activities
1. English 2, Laidlaw Brothers Publishers. Our Language Today 2, Labtex Edition, American Book Company.	1. NOTE: Help the pupils proofread for two types of common problems with verbs: (a) logical mistakes with past tense forms of irregular verbs, and (b) subject and verb agreement. The latter is usually the result of pupils not hearing their sentences. Anticipate most pupils making grammatical usage errors in writing. Some faster than others will intuitively learn when to use the correct forms. But most children need several years to condition themselves for finding and changing errors.

3.3 Grammaticality in Writing

1. Word order (continued).	1. After seeing and discussing possessive forms of nouns, most pupils should be able to select a correct noun form for a given sentence; but more important, most pupils should be able to tell whether or not the use of a possessive form noun is correct when both the teacher and the pupil proofread sentences together.
2. Capitalization.	2. By the end of the year, most pupils should be able to demonstrate in their own writings an understanding for capitalizing the following: -the pronoun I -days of the week -months of the year -holidays -first and last words in the salutation of a letter -first word of a letter closing -names of people, cities, states, countries, and important places -important words in the titles of stories and poems.
3. Punctuation.	3. Through the teacher's explanation, the use of models, and practice, most pupils should be able to punctuate correctly the following by the end of the year: -ends of statements, questions, and exclamations -dates: January 3, 1937 -salutations and closings in friendly letters -addresses on envelopes -abbreviated titles: Dr., Mr.,Mrs.

Materials	Suggested Activities
1. See pages 133-134 for behavioral objectives regarding the use of a and an and the avoidance of garbled sentences. Dawson's "Program for Second Grade Written Communication," Guiding Language Learning. Hunt's "How Little Sentences Grow into Big Ones," New Directions in Elementary English, NCTE.	

3.3 Grammaticality in Writing

3. Punctuation (continued).	3. Most of the time, pupils should be able to use quotation marks correctly when punctuating direct discourse in given sentences. However, many pupils will be inconsistent in the use of quotations when punctuating direct discourse in their own writings. (For most pupils, knowing how to punctuate dialogue will take several years.)

3.4 Inventing the Message

1. Riddles and poems.	1. Near the end of the year, after reading and discussing riddles, most pupils should be able to make up a riddle for common objects such as a clock, a piano, a desk, a piece of chalk, a car; or for animals. After seeing, hearing, and discussing "listing"types of poems, most pupils should be able to write short descriptive poems which follow a pattern given by the teacher. (See page 260). After reading and discussing poems arranged in rhyming couplets or quatrains and after listing rhyming words, most pupils should be able to write rhyming couplets or quatrains about most topics given by the teacher.

Materials

1. WVEC Films:

   F40708 A and B,
   "Hailstones and
   Halibut Bones."

Suggested Activities

1. Re: Two suggestions for teaching the writing of poems.

(a) Show the movie "Hailstones and Halibut Bones." Have pupils pick out their favorite color and write a poem about it. Have the class try the following pattern:

(Blue) is
My father's __________,
My mother's __________;
My brother's __________, ← material things

Blue is the color of ____________. ← something in nature

(b) When talking about the use of the -er suffix of comparative adjectives, have the pupils list -er forms in short poems such as the following:

Bigger,
Better,
Friendlier,
Frogs sit on top of
Lily pads.

Fatter,
Healthier,
Happier,
Cows eat
Daisies.

3.4 Inventing the Message

2. Imaginative stories.

2. After reading stories containing blank spaces where more detail can be added by the pupil, most pupils should be able to add story details which are consistent with the given parts of the story.

After hearing the ending of a story, most pupils should be able to write a beginning which logically fits the outcome of the story.

After listening to a story or after seeing a story of a well known folk tale, most pupils should be able to re-write the ending, resolving the story problem differently than the author did.

Most pupils should be able to add a series of incidents that would tell a story for conditions such as the following:

(a) What happened when....
- I tried to grow braids four miles long
- I ran fourteen miles in an instant
- my boat was a teacup and my paddle was a spoon.

(b) As I stepped from my rocket onto the strange planet....

After discussing ways in which various stories begin, most pupils should be able to include some references to the following in the beginnings of their own stories: (a) where the story is taking place, (b) the main character (s) around which the story is based (c) the story problem.

Materials	Suggested Activities
2. Torrance's *Can You Imagine*, Ginn & Company.	After reading and discussing animal stories and after discussing the use of quotations in the story dialogue, ask each pupil to create a story about a forest creature trying to comfort another animal. Have the class suggest types of animal problems that might warrant one animal comforting another. Ask each pupil to select one problem and to write about it, using quotation marks to signal the dialogue in the story. When the class is finished writing, have several teams of pupils check the papers for use of quotations. Then ask the teams to select papers that might be tape recorded as special features for a make-believe radio program.

3. Imaginative descriptions.

3. When given simple subject-verb sets such as snow falls, wind blows, clouds move, most pupils should be able to add words and phrases which are aimed at a particular purpose in description. (For example, the teacher might ask "How would I describe the clouds moving if I wanted to tell the reader that I felt happy and carefree? What words could, I add to clouds move?"

Frequently, pupils should be able to add details appealing to the senses of seeing, hearing, and smelling when writing about imaginative topics such as; "If I were an Angel on Top of a Christmas Tree."

After reading and discussing comparisons most pupils should be able to select words to complete similes in a given list:

________felt as spongy as a________
________looks as happy as a________
________shouted as loud as a________
________tasted as sweet as a________
________smelled as fragrant as a______

Materials	Suggested Activities
3. Smith's *Creative Teaching of Reading and Literature in The Elementary School*, Allyn and Bacon.	3. After discussing various weather phenomena have pupils describe the beginning of a thunderstorm, a tornado, a hurricane, or a blizzard. Have the class list on the board characteristics of the weather condition in various stages. Tell the pupils to include in their own writings some of the characteristics listed on the board. As a part of this writing assignment, have the class list on the board words which help the reader to see, hear, or smell what is being described. Other suppositional topics: "If I Were Three Feet Long" "If I Were One Inch Tall" "If I Were President of the United States" "If I Could Change Myself"

4. Factual narration.	4. When writing about "things that have happened" ----whether personal accounts or summaries of historical events, most pupils should be able to include basic information that tells who-what-when-where.
5. Factual description.	5. While talking-out the meanings for relative words like beautiful and wonderful, most pupils whould be able to list phrases which "capture" specific images that help to convey meaning in concrete terms. Then, from the list of phrases, most pupils should be able to select three which they feel best characterize a notion of beauty or wonder, and use the three phrases in one sentence that might begin something like this: "For me, beauty is...." If the teacher helps to arrange the word patterns on the board-----so that all of the phrases are parallel in structure, the sentences may read more smoothly: "For me, beauty is a baby deer sleeping next to its mother, a monarch butterfly gliding high in the air, or an orange glow coming from a setting sun." When writing on a topic such as "This Year of My Life: How I Have Changed in One Year," most pupils should be able to add two types of significant detail: (a) that which describes physical changes (b) that which describes skill changes.
6. Argumentative writing.	6. In writing a "thank you" note after listening to a guest speaker or after taking a field trip, most pupils should be able to: (a) make reference

(Continued on page 267.)

Materials	Suggested Activities
5. Hunt's "How Little Sentences Grow into Big Ones," *New Directions in Elementary English*, NCTE.	5. NOTE: At first the behavioral objective for "Factual description" listed on page 265 may appear close to impossible for second grade pupils. However, many of our pupils are quite capable of inventing sentences which, syntactically, are rather sophisticated. The following sentence, for example, illustrates this point: *When I was exploring a little hill near a pretty little red brick house in the country where I had just moved, I saw the most unusual thing you could ever lay your eyes on.* By stressing the "talking-out" phase of writing, the teacher can become involved in getting pupils to select, describe, and order----the most essential aspects of composing. Other suggested topics for factual description: "Not All Children Have What I Have" "You Won't Recognize Me on Halloween Night" "Where I Would Like to Be"

6. Argumentative writing (continued)	6. Continued from page 265: to the date and place of the visit or experience (b) convince the reader that the experience was appreciated. Also, after seeing a letter form and after being given instructions by the teacher, most pupils should be able to include correctly the date, salutation, and closing of the letter. In addressing the envelope, pupils should include the return address and the receiver's name and address. When writing on topics such as "The Five Most Important Things to Take on a Space Trip," or "How the World Could Be a Better Place," or "The Most Interesting Picture I Have Found," most pupils should be able to include reasons for their selections.
3.5 Organizing the Message	
1. Leading the reader.	1. In a few of the assignments---as directed by the teacher, most pupils should be able to lead the reader by adding a question at the beginning of their writings. (For example, when writing on "How the World Could Be a Better Place" the pupils might begin with "Do you know what would make this world of ours a better place to live in?" or "Do you know what our world needs?"
2. Designing a sequence.	2. Before writing about a topic such as "How the World Could Be a Better Place," most pupils should be able to tell the teacher what problem they intend to cite and what solutions they plan to give. Pupils should see the assignment in a Problem-Solution framework.

Suggested Activities
1. Having the pupils begin their writing with a supposition also leads the reader: "If I were the President of the United States..."

2. Designing a sequence (continued).

2. When writing on topics such as "This Year of My Life" (see page 265), most pupils should be able to follow the teacher's directions for arranging the detail into contrasting sets such as the following:

I Differences in Physical Traits

A. A year ago:

B. Now:

II Differences in Skills

A. A year ago:

B. Now:

See page 141 for behavioral objectives regarding chronological, gradational, and cause-effect sequencing which also fit here.

3.6 Improving Style

1. Eliminating.

1. See pages 141 for behavioral objectives regarding the elimination of garbled statements and the overuse of conjoiners such as and and so.

2. Substituting.

2. When discussing what words might be substituted to improve "the focus" in a sequence by a classmate, most pupils should be able to list with the teacher other choices of words which might improve the sentence.

Suggested Activities
2. NOTE: The outline on page 269 should not suggest that the pupils use an outline in their own writing. It is used here mainly as a visual guide.

1.0 ORAL COMMUNICATION

1.1 Developing Aural Memory and Aural Discrimination

1. With non-linguistic sounds.

1. After listening to records such as those listed on page 272, most pupils should be able to share with the class "what pictures they saw" or "what stories came to mind" when listening.

When comparing differences in the types of sound productions, such as those listed below, most pupils should be able to conclude that humans are capable of producing sounds basically derived from instinct and sounds derived from an understanding of a language code.

What are the differences between these two types of sound productions?

A	B
A baby is crying.	A girl asks, "Please, may I have more milk?"
A boy whistles.	A boy cheerfully goes up to his mother and says,"I received four 100's in math today!"
A man moans with pain.	A man shouts, "Hurry! Bring the bandage. I cut my finger."

(Continued on page 273.)

Materials	Suggested Activities
1. Smith's Creative Teaching of the Language Arts in the Elementary Schools, Allyn and Bacon.	1. Play any of the following types of recordings. Have pupils paint pictures of what they hear, and then ask each pupil to show his picture and explain what he pictured in his mind as he listened to the recording. Suggested Recordings: Tchaikowsky's "Nutcracker Suite" Dvorak's "Slavonic Dances" Rossini's "William Tell Overture" Gershwin's "A Summer Place"
Check pages 145-146 for objectives aimed at helping pupils to distinguish between communicating and talking.	

1.1 Aural Discrimination (continued)

1. With non-linguistic sounds.

1. Continued from page 271:

Questions:

-Are they both types of communication?

-Which type requires more thought?

-What other types of sounds (without words) can be used to signal meaning?

-Which type A or B, is a more immediate response to feeling?

-Can anyone produce the crying, whistling, and moaning sounds?

-Can anyone speak the sounds of the sentence under B?

-What do you have to know in order to produce the sounds of the sentences and understand what they are saying?

-What is language? What are language sounds?

After identifying various "sound words" such as sushes, hiss,sniff, puff, and hums in poems discussed by the class, most pupils should be able to list other words which "capture" sounds.

After discussing how "sound words" add to the description in a story or poem, most pupils should be able to give examples of sounds which could suggest a meaning for a situation given by the teacher. For example, the teacher might say," If I were walking through the woods, and it was getting very close

(Continued on page 275.)

Materials	Suggested Activities
1. Jenkinson's What Is Language?, Indiana University Press.	1. The questions on page 273 are sample questions that could be used to have the pupils distinguish between sounds which are produced through an ordering process of an understood code. The discussion need not be limited merely to the given questions; nor should the conclusion be limited to the statement of the behavioral objective. Discussion should be open-ended, allowing children to discover more about sounds we produce.
The poems in the American language text are rich with "sound words."	Have the pupils begin writing a short descriptive poem or paragraph with a sound word. The sound used should suggest a mood in the description.

1.1 Aural Discrimination

1. With non-linguistic sounds.

1. Continued from page 273:

to nightfall, what sounds would I hear? How might these sounds make me feel?"

Or: "What sounds could suggest that a person is happy? Irritated? In pain? Surprised? Dissapointed? Exhausted?"

2. With language sounds.

Sequencing:

2. After hearing the teacher pronounce "new words" such as laboratory, mechanical, microphone, scarcely, anxious, lieutenant, and possession, most pupils should be able to correctly repeat the given sequence of sounds for the given word.

When asked to complete a sentence such as: "At the end of the story, Mike was happy + because + ____________" most pupils should be able to state a simple sentence that fits the pattern grammatically and logically.

When identifying a story character by completing a spoken sentence given by the teacher, most pupils should be able to add a verb phrase that grammatically fits a sentence such as the following:

> When he first tried to play
> baseball, Mike was a boy
> who ________________________.

(Continued on page 277.)

1.1 Aural Discrimination (continued)

2. With language sounds.	2. Continued from page 275:
Sequencing:	When discussing the formulation of questions in writing, some pupils, who may be more linguistically advantaged than others, should be able to transform a given statement into a question: He did leave early. → Did he leave early? The boy was late. → Was the boy late?
Rhyming words:	When discussing various rhyming poems, almost all pupils should be able to tell which lines in the poem rhyme. And most pupils should be able to tell which lines contain internal rhyme. After syllabificating two syllable words, most pupils should be able to give examples of rhymes for words like precious, symbol, present, and Latin. When discussing possible rhyming words for the writing of riddles, short poems, or limmericks, most pupils should be able to suggest to the teacher many rhyming words, the number of which could fill one chalkboard section.

3

Materials

Suggested Activities

NOTE: Before giving a statement to be transformed into a question, it is important to check-out the answer. In sentences such as He left early, the "helper" did would have to be added, and the form of left would have to be changed to leave: Did he leave early? The transformational operations for He left early might be slightly more difficult than they are for the pupil with the given: He did leave early.

NOTE: Not listed on page 277 are other behavioral objectives repeated from previous grades:

After being given words like nickel, dime, money, or dollar, most pupils should be able to write down two other words that rhyme with the given word.

Similarly, most pupils should be able to complete the second line of a rhyme after the teacher gives the first.

1.1 Aural Discrimination (continued)

2. With language sounds.

Rhyming words:

2. When discussing lines of poetry, such as the four listed below, most pupils should be able to tell which line contains a forced rhyme and determine what effect the forced rhyme has on the reader's experience with the poem:

If I were a bear,
And a big bear too,
I shouldn't much care
If it froze or snew......

("Furry Bear," *Our Language Today*.)

Consonants:

After listening to a line of poetry such as "I saw a star slide down the sky...." ("The Falling Star," *Our Language Today*), most pupils should be able to tell what consonant sound they hear repeated. After identifying the sound, some of the pupils should be able to guess at the answer to the question: "What does the repetition of the /s/ sound add to the description in the poem?"

Before discussing the phonemic-graphemic correspondences of words containing "silent" consonants in initial positions, almost all pupils should be able to identify the initial sound repeated in sets of words such as:

knocked
known
nothing
number

written
wrong
right
raise

photo
phase
fee
fine

ghost
gone
get
game

1.1 Aural Discrimination (continued)

2. With language sounds. Vowels:	2. When hearing and discussing the vowel sounds in new words like credit, panel, metal, and racket, most pupils should be able to tell that the vowel sounds are short.
	When seeing and sounding sets of words such as Irene, smile, awakened, and canvas, most pupils should be able to tell which three words contain long vowel sounds.
Phonograms:	When discussing variant forms of new words which are either -ing verb forms or -er adjective forms, and the teacher asks "What other -ing (or -er) words can you think of?", most pupils should be able to cite several examples. Similarly, when discussing words containing derivational affixes such as un-, -ful, -ly, or -ness, most pupils should be able to cite other words with the same affixes.
	Before examining the phonemic-graphemic correspondences of words containing variations of spellings for initial consonant blends, almost all pupils should be able to listen to the beginning sounds of words such as school, schooner, skip, and sky, and tell whether or not the initial sounds are the same in all the words.
	Before examining and discussing the phonemic-graphemic variations in spelling for words like stew, blue, who, and too, most pupils should be able to listen to all four words and tell whether or not the final sounds are the same.

5

Materials

2. Hoffman Gold Medal Reading Records and Individualized Instructions Machine.

Suggested Activities

NOTE: The four words listed for this behavioral objective serve merely as an example of what the pupils might listen for. Many other digraph variations representing the same sound could also be used here.

1.1 Aural Discrimination
(continued)

2. With language sounds.

Syllables:

2. Early in the year, almost all pupils should be able to tell how many syllables they hear in compounds made up of known words: downstairs, fishhooks, farmhouse, outdoor.

When comparing the number of "sound units" in sets of words such as those listed on page 284, most pupils should be able to tell that the first list is comprised of one syllable words; the second list, of two syllable words; and the third list, of three syllable words.

After listening carefully to the teacher sound new reading words such as attention, poisonous, delivering, vegetable, and bicycle, most pupils should be able to tell how many syllables are in each of the words.

Accents:

After hearing the teacher accent words in a line of poetry, most pupils should be able to listen carefully and tell which words were stressed more than the others.

After identifying stressed words in lines of poetry by the teacher and after syllabicating known words such as churches, dresses, hoping, stopping, bigger, smarter, most pupils should be able to sound the words slowly and tell which syllable is stressed more. And after discussing other words with suffixes, most pupils should be able to conclude that suffixes usually are not stressed in the sounding of a word.

Materials

Suggested Activities

Syllable Lists: (See page 281.)

1	2	3
rot	dozen	attention
batch	pleasant	Santa Claus
fine	cider	noticing
chute	hulla	poisonous

Early in the year, after discussing new reading words such as immediately, Comfortable, hippopotamus, and impatient, have the class write down the number of "sound units" they hear in each of the words. Later in the year, give the class some of the same words and compare early test scores with the later test scores to determine if the pupils improved in learning syllabication.

Before having the pupils study accents in words, read several lines of poetry and ask the class to listen for the words which you stress the most. At first slow down the reading pace and exaggerate the stress. Carefully select poetry which will allow you to stress single words. The first line of the poem "The Falling Star" would be a good one to start with:

I saw a star slide down the sky.....

1.1 Aural Discrimination
(continued)

2. With language sounds.	2. After listening to the teacher accent the stressed syllables in words such as crispy, Henry, building, and program, most pupils should be able to tell which syllables in each word were sounded more deliberately.
Accents:	After the teacher writes on the board short words such as afar, apart, and acre, divides each word into syllables, illustrates the use of the accent mark to signal the stressed syllable, and pronounces the word---slightly exaggerating the stress on the accented syllable, most pupils should be able to tell which syllables contain more stress, in other words similar in pattern.
	Later in the year, after hearing the teacher sound the syllables in polysyllabic words such as professor, mechanical, museum, and mysterious, and after imitating the teacher in the sounding of the words, most pupils should be able to tell which syllable in each word receives the most stress.
Juncture:	After tape recording a written composition, most pupils should be able to listen carefully to their own tapings and identify sentences in their compositions which create a choppy rhythm. After listening to the teacher's suggestions for ways to smooth out the writings through addition, elimination, or sentence combining, most pupils should be able to revise their papers, record them, and determine if their sentences flow more smoothly than they did previously.

Materials

Suggested Activities

NOTE: When first introducing accents to children, help the pupils become attune to stress in words by sounding out the words for them. The workbook is somewhat misleading in that it suggests pupils can read the words divided into syllables, sound the words themselves, and then determine which syllables are accented. Hearing stress in a word is a matter of conditioning which takes considerable time. Pupils in third grade should not be expected to master the identification of stressed syllables---even in two syllable words. Having the children wade through all the workbook pages for identifying accented syllables makes it too easy to lose sight of the relative importance for studying accents. The aim in teaching accents is not to have pupils become experts in placing accent marks above stressed syllables; instead, it is to help pupils sound new words and to have pupils note one linguistic aspect attributing to rhythm in language.

1.2 Understanding the Meanings of Words

1. Associating the symbol with the referent.

1. After hearing the teacher or other pupils explain the meanings of new words from stories read by the class, most pupils should be able to tell the meanings for 80% of the words.

After the teacher and the pupils discuss the meanings of new words needed in the working vocabularies for science, math, and social studies, most pupils should be able to use the terms correctly. (Note page 288 for words which pupils are expected to use in math.)

After discussing the meanings of new words, such as anxious, demanding, or molting, most pupils should be able to give examples of ways the words can be used in phrases or sentences. Similarly, after discussing the meanings of words like crackling, muffled, shuffling, or twanging, most pupils should be able to answer questions such as: "What other things make a ____________ sound?" In essence, most pupils should be able to relate an acquired word to instances other than what is given to them.

When discussing connotative meanings for common words like summer, friend, report card, Saturday morning, or surprise package, most pupils should be able to state what they think of when they hear the words, using at least two predications. (See page 288.)

Materials

Suggested Activities

1. Math Terms:

Non-specialized	Specialized
*commute	factor
*distribute	product
*associate	addend
array	sum
parantheses	quotient
row	remainder
column	divisor
	dividend
	numerator
	denominator
*common us~~u~~age	space
	numeral
	number
	halves
	thirds
	quarters

See pages 157-158 in this guide.

Example of a response with two predications:

Friend (1) A person who will play trolls with me.
(2) Somebody I have known for

1.2 Meanings of Words (continued)

1. Associating the symbol with the referent.	1. When discussing the meanings of abstract words such as sorrow, pity, fright, success, freedom, and respect, and meanings of concrete words such as mallard, professor, and laboratory, most pupils should be able to distinguish between words for referents that can be sensed in terms of seeing, tasting, smelling, touching, or hearing. Also, when discussing the meanings for abstract words, most pupils should be able to list several symbols or images which might represent the meaning of a given word. After discovering made-up words like friz, snew, and squizzamaroo in some of the poems, most pupils should be able to make-up words for referents of their own choosing and share their inventions with the class.
2. Distinguishing between general and specific meanings.	2. When discussing the overuse of words such as big, little, said, went, and beautiful in students' writing, most pupils should be able to suggest other words---more specific choices---that can be used in place of the over-worked expressions. Similarly, when talking-out a description before a writing assignment is started by a class, most pupils should be able to list specific word choices which could be used to evoke a particular response about whatever is being described. In the discussions, pupils should be able to distinguish between the abstract and the concrete, between the general and the specific.

Materials

See poems in Our Language Today 3,

American Book Co.

1.2 Meanings of Words (continued)

2. Distinguishing between general and specific meanings.	2. When discussing descriptions for either oral or written communication, most pupils should be able to distinguish between statements that summarize a condition and statements that describe a condition. For example, when presented with a list of sentences such as the following, most pupils should be able to pick out the two sentences that summarize: -Rover has big brown eyes---which usually express a hurt look. -Rover never seems to get excited. -Rover always appears to be in a sad mood. -Whenever I cross the room, Rover slowly follows me, seldomly wagging his tail.
3. Associating patterns of words.	3. After listening to the teacher read sets of four words such as those listed below, most pupils should be able to tell which word in the set can least be associated with the meanings of the other words. bag - container - basket - book calf - duckling - fawn - lion plastic - paper - steel - hay Considering a series of words which are alike in general meaning, most pupils should be able to write labels: lieutenant - captain - general are all ____________________ sword - cannon - rifle are all ____________________

3. When discussing the meanings of new words, have the class list both synonyms and antonyms (provided the given word has antonyms). After discussing the meanings of several antonym pairs, have the class make-up several sentences containing antonym sets. Then invite some of the pupils to read aloud their sentences. Copy on the board any patterns which seem to develop from the use of antonym sets. For example, a number of pupils might find it necessary to use the conjunction but in their sentences; others might feel it necessary to use a series of phrases or the conjunction and. It should be interesting to note how each pupil tries to work in the antonym set into a sentence.

1.2 Meanings of Words (continued)

3. Associating patterns of words.	3. After examining a list of words such as umpire, second baseman, home plate, and stolen base, most pupils should be able to identify the occupation (or avocation) to which the terms refer. After examining similar sets of words and after making up lists of words for vocational areas given by the teacher, most pupils should be able to conclude than an understanding of a particular sport, hobby, subject, or job, is reflected in a person's understanding of words normally associated in the given field. When talking-out descriptive narrative writing assignments about Halloween, Christmas, and other holidays, most pupils should be able to list concrete words that can be used to suggest a particular mood frequently associated with the given time of the year. Similarly, when talking-out descriptive writing assignments, most pupils should be able to list words that could be categorized under headings such as "Words That Give Sound," "Words That Describe Taste," "Words That Help You to See," "Words That Paint Happy Pictures," "Words That Paint Sad Pictures," and so on. After carefully listening to various uses of a given word in different sentences, most pupils should be able to tell how the meaning of the word varies in each of the sentences. (See page 294.)

Materials

Suggested Activities

3. When discussing jargon used in a particular sport, hobby, or job field, have the class consider fields which they know something about: "What terms do we often use in math?" "What are the terms often used in talking about football?" "In what field are words like runway, hanger, take-off often used?"

RE: Word Variations

Slang expressions such as cool and neat work here. Expressions such as the following also fit well:

make a face

a false face

face the music

1.2 Meanings of Words (continued)

3. Associating patterns of words.

3. Frequently pupils should be able to select words for comparisons when sharing ideas on "what things are like other things":

A dewdrop is like .....

A blade of grass is like .....

The earth is like .....

When discussing poetic expressions such as "The fog comes/ on little cat feet," or "Whenever the trees are crying aloud," most pupils should be able to answer questions such as "What do you think the fog is being compared to?" "Can trees really cry?" "What are the trees being compared to here?"

Some of the pupils who appear to be more perceptive about the use of figurative language should be able to complete similar types of implied comparisons, provided the teacher gives several examples and helps the pupils begin the expression.

When discussing the use of common prefixes and suffixes, most pupils should be able to apply the affixes to words they already know and explain the change in meaning.

Materials

3. Glaus's *From Thoughts to Words*, NCTE.

1.3 Developing a Code of Behavior in Listening

1. As a receiver of information.	1. After listening carefully to the beginning of a story for clues telling whether or not the story was make-believe or true, serious or humorous, most pupils should be able to tell which words signal the intent of the author.
Realizing the intent:	Similarly, after listening to the first few lines of the poem, most pupils should be able to answer questions such as "Is this a serious poem or a silly poem?". "Is this poem going to tell a story or paint a picture?", and so on.
Understanding the main idea:	After being told "Listen for clues that tell you what one question this report answers," and after the teacher reads a short report, most pupils should be able to guess at the question which is answered by the report. Similarly, after a classmate shares an oral report with the class, most pupils should be able to tell the main questions which the report answers.
	After listening to a story read by the teacher, all pupils should be able to write down one sentence that tells the main idea of the story. But, of course, not all responses will be the same. After the teacher writes on the board some of the "conflicting" variations of themes written by the pupils, the class should be able to identify parts of the written statements which capture the main idea. Together the teacher and the pupils should compose a more precise statement of the theme.

3

Materials	Suggested Activities
See page 163 in this guide.	1. Ask the class to pretend that they are helping you write the opening lines for various radio programs. With the beginning lines for each program, you want to signal the intent of the program and at the same time capture the audience's attention. Consider some of the following types of programs as starters: -Morning news -Story-time for children -Football preview -Classical music Have the pupils keep in mind a specific kind of audience for each of the programs.
	Read a story without giving the title. Have the class make-up a title which captures the main conflict in the story.

1.3 Listening (continued)

1. As a receiver of information. Understanding the main idea:	1. After listening to a descriptive writing aimed at evoking a particular feeling in the reader (listener), most pupils should be able to make a statement which gives their interpretation of the mood or feeling intended by the writer: "I think the writer wanted to tell that he felt very happy about being out of school." Frequently when discussing the main ideas in stories, poems, or reports given orally to the class, most pupils should be able to tell of other reports, movies, TV shows, or poems which express similar or opposite ideas about the given topic being discussed in class.
Remembering details:	After listening twice to the directions for locating a particular place in West Lafayette for for following a simple experiment in science, most pupils should be able to repeat the sequence of steps given in the directions. If the teacher gives the class instructions for listening to the descriptive images or sounds of words in a poem, most pupils should be able to listen carefully and tell which images, sounds, or movements are characteristic of the poem. For example, before reading a poem that increases in tempo, the teacher might say, "Listen to this poem and tell me whether the poem gets faster or slower." Or she might say "Tell me which sounds you hear repeated." Or: "Tell me what kind of city you imagine as I read this poem."

Materials	Suggested Activities
	1. While playing the role of "receiver" in listening to their own writings on tape, some of the more mature pupils should be able to summarize the purpose of their compositions by adding to the tape, summary statements such as "I wanted to make-up a story about an astronaut lost on the moon," or "I wanted to tell how my dog Rover is loved by everyone ---except the neighbors," or "I wanted the reader to know why I don't like to play basketball"--the questions being dependent on the composition assignments.
Chapter 8 in Our Language Today, pages 179-183.	Have pupils cut out various announcements printed in the paper and read them to the class. Have the class listen for information that tells who - what - when - where. Then have the pupils make up similar types of announcements to be read to the class. The class should listen carefully to determine if the essential information was included.

1.3 Listening (continued)

1. As a receiver of information. Remembering details:	1. If, before reading the story, the teacher guides the pupils' listening through requests such as "Listen carefully to the way that the older boys talk to Billy," or "Listen for three important things that happen to Mary," or "Listen for words which help you to picture the ancient castle," most pupils should be able to answer related follow-up questions concerning character development, mood, or plot. If, before reading a poem, the teacher tells the class to listen for variations of movement or differences in characters, some of the more mature pupils should be able to identify contrasting movements or opposing characters in the poem. Most pupils should be able to follow the teacher's directions for simple activities involving individual and group work. However, with the directions for some of the writing assignments, most pupils will need considerable help in selecting, ordering, and describing.
2. As a communicator with teacher and classmates.	2. Before the class begins a series of oral reports, all pupils should be able to give examples of several ways in which the audience can signal respect to anyone speaking before the class. Through a sincere discussion on this topic, most pupils should generate a feeling of politeness towards the speakers.

Materials	Suggested Activities
1. SRA Listening Lab.	1. SRA Listening Skills Books might be used to help the teacher determine to what extent the pupils listen carefully. After reading each story orally, the pupils check their own answers and chart the scores on their own record sheets.
	In some instances which seem most appropriate, have the pupils illustrate through drawings, some of the details they heard in a report or story.

1.3 Listening (continued)

2. As a communicator with teacher and classmates.	2. When discussing how people sometimes react to words favorably and unfavorably, most pupils should be able to help compile lists of expressions that signal a friendly or an unfriendly attitude toward the person for whom the words may be intended. For example, pupils might list expressions under heading such as the following: "Names That Make You Laugh," "Names That Make You Feel Important," "Names That Make You Feel Embarrassed." Later in the year, while listening to the teacher or a pupil give an oral report, most pupils should be able to write down questions, the answers to which would give more information about the subject of the report. (The aim here is to have the listener play an active role in carrying the topic with the speaker.)
3. As an evaluator.	3. When discussing writings in small groups, most pupils should be able to play the role of listeners who feedback information to the writer. (See page 304.) After listening to descriptive passages in either poems or stories, most pupils should be able to answer questions such as the following which signal an awareness of the author's intent and a willingness on the part of the listener to engage in a type of "contact" with the author: "How do you think the author wanted you to feel about this description?" "What if you didn't feel that way: Could the poem still be a good one?"

Materials

Suggested Activities

2. If you feel it is necessary for the class to be more attentive and more polite in their listening, some of the following might be tried:

    1. Have the class compose a motif for listening. Keep the saying listed where everyone can see it.

    2. Have several pupils draft a "Code of Behavior for Better Listening." Ask the pupils to submit the code to the class for approval.

    3. Ask the class to observe how others listen and categorize types of listeners. Have pupils cut out pictures from magazines to illustrate types of listeners.

3. Have the pupils give specific types of feedback information to each writer. For example, one pupil in the group might be in charge of finding unnecessary repetitions; another pupil might look for misspellings; and another pupil might check descriptions that need to give more information.

1.3 Listening (continued)

3. As an evaluator.

3. Frequently, after listening to several stories or poems, or after seeing and hearing TV programs or films, pupils should be able to tell which listening experience was the best in terms given by the teacher. (See page 306.)

After listening to a passage in which the author intentionally uses repetition as a device to stress a particular meaning in a poem or short descriptive passage, most pupils should be able to answer questions aimed at the recognition of and the evaluation of repetition.

Similarly, most pupils should be able to listen to the teacher read passages from written compositions containing unnecessary repetitions and tell which words or phrases are repeated often. Then after identifying unnecessary repetitions in the examples given by the teacher, most pupils should be able to listen to tape recordings of their own compositions and circle parts of their sentences which are repeated too often.

After listening to and viewing performances such as puppet shows and oral reports of any kind, most pupils should be able to cite at least one thing that was good in holding the interest of the audience. Then, after hearing and seeing a number of performances and commenting on their good points, pupils should be able to help compile a list of suggestions that could help to make particular types of performances interesting.

Materials	Suggested Activities
3. See pages 171-173.	3. Comparing listening experiences: "Which story has a most unusual ending?" "Which ending made you feel the happiest?" "How did the other endings make you feel?" "Which story was the most amusing?" "In what way was it amusing?" "How were the other stories amusing?" "Why did you prefer this story over the others?" "Which story-problem sounded the most true-to-life?" "Have you ever heard of similar types of problems?" "Do you like the story because it is true-to-life?" "What does true-to-life mean?" "Which character was your favorite?" "What did he do that made you like him?" "Why do you like this character more than __________ or __________?"

1.3 Listening (continued)

3. As an evaluator.	3. After the teacher lists on the board pupils' various opinions about a story read by the class, a few of the more perceptive pupils should be able to answer this question: "What factual statement can I make about some of the opinions?" However, most pupils, through trial and error, should be able to give statements which can be factual---if qualified by a word or phrase. After the teacher questions the omission of essential information that would qualify a statement, some of the more perceptive pupils should be able to suggest a word or phrase that could be added to make the statement factual. Also, through directed questions by the teacher, most pupils should be able to determine when more information is necessary before a meaningful factual statement can be made about the opinions given. For examples, pupils should be able to answer questions such as: "Do we have enough information to make a factual statement about the class's likes or dislikes of this story? What do we need before we can make a factual statement?"

1.4 Speaking to the Class

1. Explaining relationships. "Show and Tell":	1. Frequently pupils should bring to class books, poems, pictures, and records, as well as maps, souvenirs and collections of all sorts to share, and tell at least three significant details about their "bring-in." As often as possible, pupils should bring in things which can be tied-in with class experiences in reading, science, math, and social studies.

Materials	Suggested Activities
	1. The value of "Show and Tell",as an approach to independent study, should not be underestimated. This is one area that should receive mush attention on each grade level in the K-12 continuum. Frequently invite guests to be disscussants at a "Show and Tell" period. Invite parents and have them talk with the children.

1.4 Speaking (continued)

1. Explaining relationships.

Directions:

1. Before giving even some simple directions to the class, pupils should first be able to talk-out the direction-giving situations with the teacher to determine how the following might be approached:
   - Introducing the topic by telling what the direction are for.
   - Beginning the directions with something the listeners know or see.
   - Developing a sequence of steps to arrive at the objectives of the directions.
   - Adding a sentence that re-states the objective of the directions.

After some of the pupils talk-out their plans for possible topics, most pupils should be ready to begin planning a presentation they can make to the class. (Science experiments fit well here.) After completing their plans, and after practicing their presentations with another pupil in the class, most pupils should be ready to present their talk to a small group of pupils. (At this point the teacher might determine if she would want every pupil to give his presentation to the class; the teacher might ask each group to select one member to give his "How to Do Something" talk to the class.

Throughout the school years, pupils will be asked questions such as "Do you want to tell us something about (your guest)- (the pet you brought in) - (the book you are reading) - (your trip to the Ozarks)?"--questions that ask for brief explanatory remarks. After talking about kinds of information that could be used to briefly answer such questions, and after practicing the responses in complete sentences, most pupils should be able to give specific information in complete sentences when responding to similar types of questions

(continued on page 311.)

Materials

Suggested Activities

1. Encourage children to select topics that are informative. Help the class to avoid topic traps such as "How to Tie a Shoe String."

It should be assumed that not every child will be ready to give a talk to the class on how to do something. Some pupils who are very sensitive about talking before a group, might benefit more by preparing a presentation to be given to another person in the class or by reading their directions into a tape recorder and asking someone else to listen to the delivery. The first objective on page 309 is not intended for all children.

For most pupils the "prepared talk" will be a first experience. The following are suggestions for helping pupils to plan:

1. In order that you have adequate time to help each pupil, assign the talks over a long period of time---like a grading period.
2. Before suggesting a topic to a pupil, find out what he is very interested in, or what he knows a good deal about, or what he can do best. Suggest a topic that will make him perform at his best.
3. Attempt to make each pupil feel he is the "class expert" on the subject he chooses.
4. Help pupils to get materials and allow them opportunities to practice with other pupils or to tape record their talks.

1.4 Speaking (continued)

1. Explaining relationships.

1. Continued from page 309:

given by the teacher throughout the year. (In essence, through drill, most pupils should signal a readiness by answering with specific information and a deliberate tone.)

Summaries:

To small groups of pupils, all pupils should be able to give a book summary that includes information such as:
- the author
- the title
- the main characters
- the main events in terms of the story problem.

And later in the year, all pupils should be able to prepare a short talk on any subject of their choosing and give it to the class.

Reading discoveries:

Before doing "outside reading" in science or in the social studies, pupils should approach a particular source with questions such as: "What one thing new can I discover and share about...the Pacific Ocean?.. turtles?...Africa?....Indian Customs?" Then all pupils should bring to class books and magazines--both with pictures--and tell one thing new which they discovered through reading.

Materials

Suggested Activities

Summaries: In addition to having the pupils give oral book reports, teachers of third grade pupils have, in the past, assigned brief talks on the following:

- -Explanations of art work, discussing techniques applied and meanings intended.
- -Weather and news reports, using pictures and charts.
- -Explanations of an experiment tried in science.
- -Special reports in social studies.

Reading Discoveries: To have pupils report on reading discoveries in newspapers, bring to class newspapers from four different days. Have groups examine the papers and report on one section which they found in each of the daily editions. Have the pupils cut out the sections and list them on the bulletin board.

To have pupils become more familiar with the numbering of sections in the library, assign small groups to scan through at least fifteen books from each major section and report their discoveries about types of books they found.

1.4 Speaking (continued)

1. Explaining relationships.	1. Frequently when discussing stories, most pupils should be able to engage in an "open market" of ideas about motives of characters and story problems; and some pupils should be able to cite specific descriptions and incidents in a story to support their conclusions about the meaning they found.
Conclusions:	When asked to give their conclusions on observations made of story characters, scientific experiments, and so on, most pupils should comment spontaneously. However, there will be times when the teacher asks: "Do we really have enough information to form a conclusion?" Provided the answer to the question is "No," most pupils should be able to register a "No" comment and through the teacher's help, tell what information is needed before an honest conclusion can be attempted.
2. Dramatizing plays.	2. When asked to pantomine the actions of characters in a poem or a story, most pupils should be able to "move through" the actions---provided they understand the terms that describe the action. After being coached for given parts of a play, most pupils should be able to use facial expressions, gestures and intonations which can be interpreted as "representative of the characters' feelings."

3

Materials	Suggested Activities
See page 307. Also note pages 73 and 175 for previous grade objectives, some of which are applicable here.	NOTE: Very early in life young people learn to use the word "because" to conjoin two simple sentences. The sentence beginning with the word "because" is intended to be used as a supportive statement; however, in some cases the support may not be logical. The "because" may be a miscue: I received a good grade because my parents wanted me to. Statements such as the one above need to be challenged.

1.4 Speaking (continued)

2. Dramatizing plays.

2. Frequently throughout the year, most pupils should be able to soliloquize their own feelings for suppositional topics such as the following:

What I would do if...
...I were not in school today.
...I were the President of the United States.
...I were a frog just put into a boy's pocket.
...I were kidnapped.
...I discovered an abandoned candy factory.

After discussing "what might happen" and "how might people sound or feel" for play situations such as those on page 316, most pupils should be able to invent character roles for the situations and act them out using a language style and gestures that express feelings of the characters.

After listening to the teacher read most of a carefully selected story, and after discussing various ways the story might end, most pupils should be able to plan, with other pupils in small groups, story endings and act them out, using both dialogue and gestures.

Materials

2. Moffett's Drama: What Is Happening, NCTE

   Henry's Creative Experiences in Oral Languages, NCTE

   English Language Arts in Wisconsin, Department of Public Instruction, Madison, Wisconsin, pages 21-34.

   Smith's Creative Teaching of the Language Arts in the Elementary School, Allyn and Bacon.

Suggested Activities

2. From a box filled with suppositional topics such as those listed on page 315, have pupils draw their topics. Then have them tape record their responses as a kind of soliloquy---where they are talking to **themselves**. Later play the recordings which best serve as examples of pupils "thinking aloud."

Suggested play-situations for monologue:

1. You and your dad are driving through town. Casually, your dad rolls down the window and throws out a candy wrapper. Pretend that you are thinking aloud. What would you be saying to yourself?
2. Pretend that Santa Claus has just called from the North Pole. He wants to know what your younger brother wants for Christmas. He also wants some feedback on the behavior of your brother.
3. Pretend you are an old time story-teller sharing a humorous incident or a tall tale with a group of young children.
4. Pretend you are the weatherman or newscaster giving the 6:00 PM report.

Suggested play situations for dialogue:

1. You and your sister want to watch different TV shows. Settle it.
2. You represent the labor forces. Meet with the management representatives and discuss whether or not

(continued on page 318.)

1.4 Speaking (continued)

2. Dramatizing plays.

At least once in the year, all pupils should be able to experiment with a program incorporating picture-taking, film-making, or TV programming. After completing the work, most pupils should be able to list various ways in which the new media added another dimension to the meanings of the messages being conveyed.

Materials	Suggested Activities
2. See Senesh materials on economics.	2. Continued from page 316: your union will strike if management does not meet the request for $1.25 per hour raise. 3. You are Cinderella's stepmother. Meet with Peter Pan and Snow White to discuss this topic: "The Most Important Things in Life."
Borrow school's cameras, film, and lighting equipment.	Suggesstions for picture-taking: At various times in the year, have small groups of pupils plan camera shots and narrative for make-believe stories, documentaries, or briefs on drawings that capture the feeling of poems written by the pupils.
School's equipment available: Super 8 with zoom Single frame "shooter" Tripod Floods	Suggestions for film-making: 1. Select theme or topic for filming. You might have pupils write poems and select several to use for film themes. 2. Divide class into film-producing teams. 3. Have each team talk-out and list various ideas for film-making. Team might list three possible topics and then choose one. Then have team discuss various ways the topic might be treated through film. Give many examples: shots of drawings, people, puppets, silly-putty characters (as in film "Clay"), water coloring, and so on. Stop-action sequencing can make simple materials look very effective.

(continued on page 320.)

1.4 Speaking (continued)		
2. Dramatizing plays.		
3. Interpreting stories and poems.	3.	After discussing the movement and meaning of a poem or a story, most pupils should be able to practice reading aloud a given passage and, through the coaching of the teacher, improve the tempo and intonations expressed in the choral interpretation.
		With some coaching from the teacher, most pupils should be able to read aloud and capture the mood of a story or poem as they read the work aloud to the class. However, to capture the mood of their own writings, most pupils will need considerable help and practice in slowing down and varying their pace of reading.
1.5 Controlling the Delivery		
1. Enunciation.	1.	Some of the pupils will need help in the "more difficult reading words" like Grizzly, microphone, professor, messages, and comfortably. However, through practice in imitating the teacher sounding the words, the pupils should be able to enunciate the words more clearly by the end of the year.

Materials	Suggested Activities
	2. Continued from page 318: 4. Have each pupil play a definite part in producing the film. 5. Let pupils help to make sound track. (However, since careful timing is involved here, teacher will have to do most of the work in fitting sound with film.)
3. Dunning's *Reflections on a Gift of Watermelon Pickle*, Scott Foresman. Rasmussen's *Let's Say Poetry Together*, Burgess. Lawrence's *A Beginning Book of Poems*, and *An Invitation to Poetry*, Addison-Wesley. See other listings on page 180.	3. *Suggestions for oral reading*: 1. Frequently use the tape recorder to have pupils practice reading. 2. Try to give every pupil a chance to prepare a reading for a specific audience. 3. Find materials in library for slower readers. Give them many opportunities to read orally. 4. Using sets of written material, have the class distinguish between good and poor materials for interpretive readings.

1.5 Delivery (continued)

1. Enunciation.	1. Through practice in choral reading, most pupils should be able to articulate words in lines of poetry more sharply at the end of the experience with the poem. (If the teacher tape records the first and last readings, most pupils should be able to hear the differences in articulation.)
2. Volume and pitch.	2. When talking or reading before the class, most pupils should be able to talk loud enough so everyone in the class can hear. However, some of the more self-conscious pupils will recite very softly. By the end of the year, however, all pupils should be able to register improvement in projecting their voices while speaking or reading before the class---provided the teacher has helped in getting pupils to feel more relaxed and has had the class practice exercises that loosen the vocal muscles, including the throat, jaw, and lips. Frequently while reading or playing the part of a character as an elf, a giant, a fairy, or a wicked troll, most pupils should be able to use intonational pitch patterns representative of the character's pattern of speech.
3. Fluency.	3. Through considerable practice in reading their writings, most pupils should be able to slow down their pace to a rate that is more natural for speaking.

Materials

Suggested Activities

1. Have the class practice for oral reading by exaggerating lip and tongue movements in one reading.

   NOTE: The number of pupils seeing the speech therapist should be considerably reduced, as compared to the number of pupils seeing the therapist in the first grade. Anticipate that only one or two pupils will need to visit with the therapist for special help.

2. Demonstrate how the projection of the voice involves control of air flow.

   Demonstrate to the class how the speaker can project a whisper loud enough so everyone in the room can hear. Then call on several pupils to try the same. Have each pupil stand and take several deep breaths before attempting the loud whisper. Keep in mind that sound production here involves both the emotional and physical state of the pupil. Some shy pupils may not be relaxed enough to complete this task.

3. It might be interesting to note that before third grade, most pupils were advised to increase their reading rate so the reading would sound more like their speech. By third grade the effects of over-conditioning become noticeable.

1.5 Delivery (continued)

3. Fluency.	3. After being coached on how to vary the tempo in the reading of a poem such as "Crossing," some of the more experienced readers should be able to use tempo variations that add meaning to the poem.
4. Stress.	4. After hearing the teacher read aloud a sentence containing one word which is stressed considerably more than the others, most pupils should be able to identify the stressed word and explain how the stress of the word influenced the meaning of the sentence. Similarly, when given conditions in which a sentence might be sounded, most pupils should be able to stress the word in the sentence which suggests the meaning intended. Condition: Someone is trying to give you pumpkin seeds which you really don't like. You want to make it very clear to him that you do not like the pumpkin seeds. At the same time, you don't want to insult this person. Sentence: "I do not like pumpkin seeds."
5. Body movements.	5. From a list of ten given sentences, the meanings of which could be communicated through gesture, all pupils should be able to invent a gesture that could communicate the meaning of one of the sentences. (The class should be able to guess correctly which sentences contained the meanings that were communicated through the pupils' gestures.)

Materials	Suggested Activities
	3. NOTE: Since we emphasize the visual more than the auditory, the ability to comprehend through hearing is considerably slower than through seeing. Select several poems which contain contrasting variations in tempo. Invite two or three pupils to study the poems and to note the differences in the movements. Coach the pupils as they practice their readings for the class. As a strategy: To the group of two or three good readers, add a "marginal pupil" who likes to perform.
4. See page 145 in Our Language Today 3: "How Can Your Voice Show Feeling?"	4. The condition and sentence on page 323 are merely examples. There is no doubt that the teacher can invent conditions and sentences which much more significantly tie-in with the real world experienced by the pupils in her class.
5. See page 3 of Our Language Today.	5. Pupils might be led to some interesting discoveries when discussing how gestures signal tension, anger, unconcern, order, uncertainty, and rejection.

1.5 Delivery (continued)

5. Body movement.	5. As the teacher or pupil reads aloud a short narrative, most pupils should be able to use gestures in a pantomine that tells the story. While performing in short plays, most pupils should be able to follow stage directions. And, through coaching by the teacher, most pupils should be able to add gestures that communicate the characters' feelings. By the end of the year, most pupils should be able to read from a book without holding it too close to the face, thus improving eye contact and voice projection. Similarly, most pupils should be able to stand up straight and face the audience when speaking.

1.6 Understanding the development of Language

2. Differences between spoken and written English.	2. When discussing basic differences between the written and the spoken language, most pupils should be able to make finer distinctions than they had made in previous grades. For example, through questions asked by the teacher and through linguistic explanations given in the text, most pupils should be able to point out that: 1. Feedback is more immediate in speaking that it is in writing. Facial expressions, gestures, and sound strings of words communicate a quick response to a statement or a question. In writing feedback is much slower

(continued on page 327.)

Materials	Suggested Activities
	5. Have the class play guessing games in which pupils invent gestures to represent a particular sport, occupation, or personality type.
	2. Consider some of the following when discussing differences between the written an spoken forms of English. Can the letter A be a symbol? Can picture be types of symbols? Can a gesture be a type of symbol? What are some symbols you see on signs? What is a symbol? Can word be symbols? Do we use symbols when we communicate? What kinds of symbols? What kinds of symbols do I use in writing? Do I use symbols in speaking? What happens when I do not understand the symbols you are using?

1.6 Understanding Language (continued)

2. Difference between spoken and written English.	2. Continued from page 325: and sometimes ambiguous. 2. In writing we must use spelling, punctuation, and capitalization---all part of the graphic code. In speaking we use strings of sound which can vary in pitch, stress, and juncture. 3. Word spelling is restricted to the use of a twenty-six letter alphabet. Word sounding is restricted to variations of forty-three different sounds. (Other languages incorporate sounds not used in English.) 4. In both writing and speaking, words have to be in a certain order.
3. Dialects.	3. Through discussions of dialectic variations for common words like **bag** (sack, poke, tote bag) and pancakes (griddle cakes, batter cakes, hot-cakes, flapjacks, slapjacks, fritters, flitters), most pupils should be able to conclude that the use and appropriateness of some words may be determined by a particular region. Through the teacher's listing and classifying examples given in class discussion, most pupils should be able to distinguish between a list of dialectic variations which are attributed to regional differences and those variations which can be attributed to an occupation.

Materials	Suggested Activities
3. Malstrom's Dialects USA, NCTE. Malstrom's Language in Society, Hayden.	3. Dialects: Most of the West Lafayette classes are comprised of pupils who represent a wide variation of dialects. When discussing dialects found in the reading material, ask the class to give you the words they use for some of the following: apple cobbler, chest of drawers, seesaw, sofa, window shades. As a result, most pupils should indicate both amusement and tolerance for vocabulary differences, especially if the teacher conveys an interest in regional variations.

1.6 Understanding Language
(continued)

3. Dialects.	3. After the teacher introduces several English and American vocabulary differences such as those listed on page 330, most pupils should be able to conclude that, in part, the English spoken in America is not the same as the English spoken in England.
4. History of language. Word derivations:	4. After discussing place names such as *Easton*, *Fairmont*, and *Chesterton*, and after discussing derivations of the names for days of the week and months of the year, most pupils should be able to guess at the derivations of other similar names given by the teacher and, at the same time, realize that language is passed on not only from parents or grandparents but from generations of past cultures.
Historical influences:	When examining and discussing new words that have come into the vocabulary as a result of compounding or shortening other words, most pupils should be able to give examples of words or phrases which have undergone similar changes. Similarly, most pupils should be able to list new words which have been added to the English vocabulary as a result of inventions. (See page 330.)
Language families:	After examining the symbols of Egyptian, Greek, and English alphabets, most pupils should be able to describe some similarities between the three. However, pupils should note that the Greek and the English alphabets are most similar.

(continued on page 331.)

Materials

3. Glaus's From Thoughts to Words, NCTE, p.111.

4. Our Language Today, American Book Co.

Morris's Dictionary of Word and Phrase Origins, Harper and Row.

Robertson's The Development of Modern English, Prentice Hall.

Suggested Activities

3. American-English Usage:

American Word	English Word
radio	wireless
elevator	lift
policeman	bobby
auto hood	bonnet
baby buggy	pram
gas	petro
flashlight	torch

4. For some pupils this will be a first experience in discussing the history of words. Adding the historical perspective to the meanings of words should be well worth the time you can give it.

Help the class discover words that have been changes as a result of compounding or shortening. For example, after having the class review the derivation of the word book (see page 27 in Our Language Today), and after listing compounds such as bookshelf, bookend, and bookmark, have the class list other "recent" compounds using words such as ball, coin, or paint. Also, list words like gasoline, automobile, and television and ask the class to give the shortened forms for each word. In an open-ended discussion, ask the class to guess at reasons for the use of the shortened forms.

1.6 Understanding Language (continued)

4. History of Language.	4. After examining samples of primitive writing symbols used by Egyptians and Indians, most pupils should be able to discuss several limitations which picture symbols have but word symbols do not have. Following this topic of discussion, pupils should be able to list several limitations of the alphabet we use in writing.

2.0 READING

2.1 Studying Pictures

1. Discriminating between modes of expression.	1. When asked to skim through and preview the reading text, most pupils should be able to identify pictures which suggest topics related to science fiction, fables, tall tales, legends, historical non-fiction, and historical romance. (However, pupils should not be expected to use these terms.)
2. Finding detail.	2. When studying story pictures in the readers, most pupils should be able to find details that suggest answers to questions such as: "What tells you that Mary is afraid of horses?", "What tells you that the boys are bored?".

2.1 Studying Pictures (continued)

2. Finding details.	2. To illustrate how images may suggest a particular mood, most pupils should be able to find various magazine pictures which suggest feelings of joy, carefreeness, serenity, desolateness, eerieness, and so on. Pupils should be able to tell what details in the pictures contribute to the mood.
3. Finding a story line.	3. When asked to write titles for "story pictures" selected by the teacher, most pupils should be able to observe some line of tension or suspense created by the images in the picture and select a title which captures a possible story line. After listing a title, pupils should be able to state why they chose their particular titles. In essence, pupils should be able to report what line of tension they observed---provided the teacher leads the dialogue by questioning. From various pictures cut out from magazines, most pupils should be able to arrange a display of pictures in antithetical sets, the order of which would suggest a story or a meaning. For example, pupils could work up one set of pictures showing the results of littering and another set of pictures showing pleasant-to-look-at landscapes. By placing both sets close to each other, the pupils would be implying a message through contrast.
4. Associating pictures with self.	4. Related to the designs of writing or speaking assignments, all pupils should be able to cut out and arrange a series of pictures that tell a story of what they have seen or of what they expect to see away from their immediate environment. For example, pupils should be able to (continued on page 335.)

Materials

Suggested Activities

2. Having the pupils identify images which suggest a particular mood is an initial stip in having them make more sophisticated types of observations of images in the study of literature---especially poetry.

3. Frequently request pupils to use pictures with creative writing assignments. Through a process of selecting a picture, the pupils often articulate in their own thinking what message they are attempting to convey to their audience. Picture selecting helps the writer to visualize what it is he wants to get across.

Again, having the pupils identify pictures which are opposite in meaning is an initial step in having them find more sophisticated types of contrasts in literature.

4. Encourage pupils to use photographs as well as pictures.

2.1 Studying Pictures (continued)

4. Associating pictures with self.	4. Continued from page 333: project themselves into topic situations such as the following: "What you could expect to see if you... ...flew in an airplane. ...visited Mexico. ...went to the zoo. ...went fishing up north."
5. Evaluating pictures.	5. When working with the class to develop a picture display which communicates a feeling, an idea, or a story, most pupils should be able to select pictures that, in their opinion, best meet the purposes of the communicative task. For example, after talking-out the purpose of the assignment with the teacher, and after studying twenty pictures which could be used for the assignment, pupils could share reasons for their preferences and, through a process of elimination, determine which pictures might best serve the purpose. When asked to compare illustrations of outside reading books and to note in particular the uses of colors and shapes, some of the more perceptive pupils should be able to formulate conclusions about the effects of various illustrating techniques---provided the teacher enters into a dialogue with the pupils and discovers with them what effects the illustrator was attempting to create.

Materials

Suggested Activities

5. Have the pupils compare comic strips and rate those which are the best. Ask pupils' to give their reasons for their selections.

Have pupils compare and rate cartoons. Find out which ones the pupils did not think were funny. Those rated "not funny" could give clues to the pupils understanding of language.

2.2 Developing Visual Perception

1. Identifying configurations.	1. When asked to choose from sets of known words such as county-country-counter, most pupils should be able to select the correct word for a given context. After seeing words like LeClerc,Blanchand, Switzerland, and Ocracoke, after hearing them pronounced, and after understanding their references, most pupils should be able to identify the words by their initial letters, known parts, and shapes when reading.
2. Controlling the direction of eye movement.	2. When asked to examine a passage and to find a sentence containing given information, most pupils should be able to skim the passage carefully in search of clue words. For example, when the teacher says "Find the sentence that tells what Captain Blake was thinking when he spotted the enemy fleet," the pupils could use the words think, wondered, considered, felt, or expressions such as said to himself as clues. In essence, while skimming, the pupils should be conscious of specific types of signal words. See page 191 in this guide.
3. Controlling eye fixations.	3. Through the teacher's helping the class identify phrase units of time, place, and reason, most pupils should be able to see in one fixation short phrases such as the following in sentences.

(continued on page 339.)

2.2 Developing Visual Perception

3. Controlling eye fixations.

3. Continued from page 337:

after walking home
before school started
around the school building
because he left early

2.3 Decoding the Written Word

1. Corresponding symbols and sounds of consonants.

Reliable correspondences:

1. From past reading experiences and through a reinforcement in corresponding sounds for words ending in -x or -cks, all pupils should be able to examine the printed forms of words like locks-sox-docks-lace and circle those which have the same ending sounds.

Variations:

When comparing the sound-symbol correspondences for the endings of words such as those below, most pupils should be able to conclude that the "d" sometimes represents the /t/ sound.

A	B
stopped	ended
jumped	started
laughed	changed
blocked	returned

Similarly, after seeing the spellings and sounding words like bridge, judge, and pidgeon, most pupils should be able to conclude that the d is not sounded in similar spelling patterns: sledge, pledge, hedge.

Materials	Suggested Activities
2. Eman's "Phonics: A Look Ahead," *Elementary English*, NCTE, May 1969 Hanna and Hanna's "The Teaching of Spelling," *Readings on Contemporary English in the Elementary School*, Prentice Hall. (Note section entitled "No Silent Letters in Spelling.")	2. NOTE: By third grade most pupils should be able to distinguish between the "soft" and "hard" sounds represented by the letters *c* and *g*. However, several pupils will still need reinforcement in establishing these correspondence especially with new words. Similarly, some pupils may still need help in associating the *-es* plural form ending with the /z/ sound.

2.3 Decoding (continued)

2. Consonants.

Variations:

2. Through contextual clues, but mainly through the teacher's telling which letters are not sounded, most pupils should be able to sound words such as solemn, sword, butcher, and knack, when reading them aloud to the class.

Blends:

In addition to the blends listed on page 195, most pupils should be able to sound out the following marked blends in words by the end of the year:

sprinkle - screech - splat

strip - grasp

By the end of the year, most pupils should be able to use contextual clues to determine the initial sounds for words like scaring and scientist. Pupils should be able to distinguish between the blend sc and the digraph sc.

3. Corresponding symbols and sounds of vowels.

Reliable correspondences:

3. After studying syllabication and accents and after examining two lists of words such as those below, most pupils should be able to formulate two generalizations about position and stress influences on vowel sounds: (1) vowels at the end of accented syllables are usually "long" (2) vowels in unaccented syllables are usually "short."

1.	2.
spoken	above
lying	across
table	afraid
even	apart

Materials	Suggested Activities
	RE: Blends Most pupils may need reinforcement in sounding the following marked blends: loft - twine - scare - quip.
	RE: Vowels See page 195 for a summary of vowel rules which pupils should be able to apply to their reading by third grade.

2.3 Decoding (continued)

3. Vowels.	3. After comparing the phonemic-graphemic correspondences for words like sparkle-sparkling and dangle-dangling, most pupils should be able to note the /ə/ influence being dropped in the -ing form.
Reliable correspondences:	After reporting the sound influenced by the -e in words like dangle and sparkle, and after being told that the letter e represents the schwa sound here, pupils should be able to tell whether or not they hear a schwa sound in the words little, cattle, and bottle. Through practice, pupils should be able to identify the schwa sound represented by letters other than -e, and by other patterns. By the end of the year, most pupils should be able to conclude that the vowel in unaccented syllables frequently represents the schwa sound.
	When comparing words such as boil-toy-toil-boy, all pupils should be able to note that the /oi/ sound may be represented by oi or oy spellings. After practice in reading the words aloud in context, most pupils should be able to decode other words similar in pattern.
Variations:	Through contextual clues and through the teacher's listing of words on the board and sounding them, most pupils should be able to read aloud that have irregular correspondences as in child, aye, olive, women.
4. Digraphs.	4. Throughout the year, most pupils should be able to cite many words that represent variations in sound-symbol correspondences for digraphs. For example, when studying the word machine, and the teacher asks, "What sound is represented by the ch spelling in this word? Can you list other words

Materials
4. Hall's Sounds and Spellings, in English, Chilton Co.

See pages 199-200 in this

(continued on page 345.)

2.3 Decoding (continued)

4. Digraphs (continued).

4. Continued from page 343:

which use different spellings to represent the same sound?", many pupils should be able to list words such as ship, ocean, sugar, caption, (Other words like special, schist, mansion, and mission could also be added.). Similarly, comparisons of the graphemic representations for the /ey/ sound as in day, pain, obey, steak, and late, or the spellings representing the the /uw/ sound as in suit, group, canoe, stew, and two, and many others could be carried out with little help from the teacher. On the other hand, when asked to compare the various sounds represented by the same digraphs as in stomach, machine, and mechanical, most pupils should be able to tell which words are alike in phonemic-graphemic correspondences for the grapheme ch.

By identifying contextual clues, by seeing words divided into syllables and marked by stress indicators, and by frequent comparing and contrasting, all pupils should be able to become considerably more proficient in attacking new words.

2.4 Developing Skills in Structural Analysis

1. Base forms.

1. By third grade, all pupils should be able to identify the words affixed by the common -s, -es, and -ies plural endings. A new plural form which pupils should be able to identify by the end of third grade is the -ves ending as in shelves. After the teacher writes on the board the singular and plural forms for words like shelf, (continued on page 347.)

Materials	Suggested Activities
	4. NOTE: Several pupils may still have problems associating the correct phonemes with the -ough letters in words like though-thought - tough-through. However, through individual help and through syntactic and contextual clues given by the teacher, all pupils should be able to read the words in sentences correctly by the end of the year.
	1. Review singular and possessive forms of nouns, as suggested in the language text. Help pupils to recognize the positions in which these forms may be found. See pages 201-203 in this guide for several comments on the meanings of the possessive signals.

2.4 Structural Analysis (continued)

1. Base forms

Nouns:

Adjectives:

1. Continued from page 345:

calf, and wife, most pupils should be able to generalize that the plural form is made up by changing the f to y and adding -es. Pupils should be able to recognize other words which do have the -ves plural form.

In addition to identifying the simple base forms for words like louder, cheaper, happier, and jumpier, most pupils should begin to begin generalizing about the use of adjectives in sentences. (However, this does not mean that pupils should be expected to give a definition for the term "adjective.") An example of how pupils might begin generalizing about the form and function of adjectives is described in the "Suggested Activity" column on page 348.

Materials

Suggested Activities

1. Nouns: Anticipate most pupils being able to give the meanings of possessive forms in a given context; however, most pupils will still be uncertain about their uses in writing sentences.

Adjectives: From any section in one of the readers, write on the board several sets of descriptive phrases such as those listed below:

Set A	Set B
loud ducks	memory problems
quiet farms	slot machines
cloudy afternoons	alarm clocks
simple uses	giant problems

Ask the class to examine both sets and to determine in which set the suffix -er (or -ier) can be used. Most pupils should choose Set A. Ask various pupils in the class to explain how the comparative forms could be attached to one of the words in each phrase of Set A. Answer:

louder ducks
quieter farms
cloudier afternoons
simpler uses

Then ask the class which set of expressions (Set A or Set B) could be used in sentence patterns such as the following.

___________ are ___________.

(continued on page 350.)

1. Base forms. Verbs:	1. Through contextual clues and through previous associations with the -ing form of verbs, most pupils should be able to note the dropping of the final -e in the -ing forms of new words such as scaring, imagining, and shoving. Through previous associations with the present and past tense forms of the verbs such as carry and empty, most pupils should be able to apply the y to i + es (or ed) spelling principle when reading words like studies-studied-marries-married.

Materials

Suggested Activities

Adjectives: (continued from page 348)

Again most pupils should choose Set A:

Ducks are loud.
Farms are quiet.
Afternoons are cloudy.
Uses (of something) are simple.

Then ask the class if they could accept this premise: "Can we say that the two sets of words are different not only in meaning but also in the forms that are used to make up the phrases? This other kind of difference between the two sets may not be noticed easily." If by this time, you notice that the pupils are eager to understand more about these differences, ask the class to determine which words in both sets can take plural noun forms. Most pupils should choose the last word in Set A and both words in Set B. Pupils should be able to see a difference between the adjective + noun phrase (loud ducks) and the noun + noun phrase (giant problems). After the class observes this difference, design a short poetry writing assignment in which the pupils imitate a simple pattern (with variations acceptable), using noun and adjective forms:

Bigger,
Whiter,
More violent waves
Grow with the hurricane winds.

2.4 Structural Analysis (continued)

1. Base forms.

1. Through repeated comparisons of listed verb forms found in sentences, most pupils should be able to note the following by the end of third grade: (1) Not all verb forms can take helpers (2) Some verbs are more consistent than others in the spellings of the variant forms (3) One verb is a part of every sentence. (See page 352.)

2. Syllables.

2. After watching the teacher divide new words into syllables and after practicing syllabication of known words, most pupils should be able to apply the following generalizations about syllables:

   1. Each written syllable contains at least one written vowel.
   2. In words like stopping and mallard, the written syllable division comes between the double consonants.
   3. Prefixes and suffixes usually form separate syllables, as in calmly, restful and discolor.

   NOTE: Third grade texts tend to devote too much time to syllabication. The class might profit more if fewer rules for dividing words into syllables and fewer practice assignments were given. All the rules about syllabication do not have to be introduced in third grade.

3. Derivational affixes.

3. In examining "new prefixes" in words such as microwave, telegram, insecure, rewrite, prefix, submarine, disrespect, and superhuman, most pupils should be able to:

   1. Identify the base word and the prefix.
   2. List words with the same prefix.

(continued on page 353.)

Materials

See *Our Language Today* (exercises on verb parts in sentences.)

See 3.3 "Grammaticality in Writing" in this guide.

Suggested Activities

1. Verbs: When introducing a verb as a new vocabulary word, frequently ask the class questions such as "Does this word have an -ing form? Since it does have an -ing form, can I assume it is a verb? If it is a verb, what other forms does it have? What is the past tense form of this verb? Which forms of this verb can I use with a helper? Can you give me a sentence in which a helper is used with this word?"

   Later in the year, list sets of past tense forms and past participial forms of regular and irregular verbs. Then ask the class to comment on the differences they see. For example, you might list the following.

Set A	Set B
looked	went
jumped	saw
laughed	ran
lifted	tore

Regarding the above sets, you might ask "Are the words in Sets A and B past or present tense forms? How would I say them in sentences to show past time?" Then ask two pupils to go to the board and have them write the verb forms which could be used with helpers. Their additions should look like this:

Set A	Set B
looked: looked-looking	went: gone-going
jumped: jumped-jumping	saw: seen-seeing
laughed: laughed-laughing	ran: run-running
lifted: lifted-lifting	tore: torn-tearing

How are verbs in Set A unlike the verb forms in Set B? What other verbs can you add to Set A? To Set B?

2.4 Structural Analysis (continued)

3. Derivational affixes.

Prefixes:

3. Continued from page 351:

   3. Tell the meaning of the new prefix.
   4. Tell the meaning of the word "prefix."

Suffixes:

In examining "new suffixes" in words such as personal, mysterious, information, smirky, friendship, settlement, homeward, and courageous, most pupils should be able to:

1. Identify the base word and the suffix.
2. List other words with the same suffix.
3. Tell the meaning of the suffix.
4. Tell the meaning of the word "suffix."

After identifying various suffixes attached to words, most pupils should be able to identify the two suffixes in words like helplessly and carelessly, and give the meaning of each suffix.

After identifying suffixes and learning their meanings, most pupils should be able to distinguish between graphemes which are "bound" parts of a word, as in nation and million, and graphemes that are additions to words, as in discussion and invention.

4. Compounds.

4. In examining many new compounds such as whirlwind, teammate, and repairman, most pupils should be able to identify the the two words that make-up the word. From contextual clues, in which the compounds are used, pupils should be able to tell their meanings.

Materials	Suggested Activities
See pages 207-210 in this guide.	
Word Prefix Cards, Kenworthy Educational Service.	Suffixes: With words like electric-electricity, help pupils to note that phoneme-grapheme correspondences and stress are influenced by the addition of the suffix -ity.
Apples 'n' Trains 'n' Things, WVEC publication.	

2.4 Structural Analysis (continued)

5. Sentence and phrase units.	5. Through identifying subject and predicate parts of simple sentences and through identifying other words or groups of words which give information regarding time, place, reason, or condition, most pupils should begin to identify structural patterns re-occuring in sentences.

2.5 Understanding the Meanings of Words

1. Recognizing words that have similar meanings.	1. For some of the "new reading words in context," most pupils should be able to select other words that are similar in meaning. By the end of the year, most pupils should be able to give the meaning of the word "synonym."
2. Recognizing words that are opposite in meaning.	2. From a given set of sentences such as those listed below, most pupils should be able to identify the two words in each of the sentences which are opposite in meaning: The gentle lion was afraid of the fierce mouse. I asked him many questions, but he gave me no answers. By the end of the year, pupils should be able to give the definition for the word "antonym."

Materials	Suggested Activities
5. See pages 275-277 in this guide.	5. Third grade seems to be an excellent time to help pupils discover that some words make-up units within sentences. For example, if the teacher asks the pupils to examine the first page of "Meet Minny" (a story in *More Than Words*) and to tell which groups of words tell "place," the class should be able to identify the following phrases of place: to my house at the home of Professor Bulfinch inside the big, pleasant house out of town The teacher might then ask "Do all these words go together to make a cluster of words?" "Can you find other clusters like this on the next page?" Eventually, pupils will see patterns re-occuring. At this point, however, no formal classification of these patterns is necessary.
1. See page 289 in this guide. 2. Glaus's *From Thoughts to Words*, NCTE.	1. When having pupils revise their writings, guide them to select synonyms that are more precise in meaning.

2.5 Meanings of Words (continued)

3. Understanding word meanings through contextual clues. New words:	3. After examining a list of ten new words written on the board and after hearing the teacher give the meanings of the words, most pupils should be able to select the correct word for a context given by the teacher.
Variations:	After identifying passages which use specific word choices to help the reader visualize an action or a condition, most pupils should be able to examine sets of expressions (two in a set) and determine which expression helps the reader to better visualize the image being described. When directed by the teacher, most pupils should be able to cite various uses for words like bite, mold, company, correct, mold, and run. Similarly, from the given context (which in this case usually goes beyond a sentence), most pupils should be able to guess at the meanings for common expressions such as "broke the news," "as easy as rolling off a log," "taking the bull by the horns."
Homographs:	When finding words like present, bows, minute, wind, or tears in sentences, most pupils should be able to tell what other words have the same spellings but different meanings.
Homophones:	Through spelling differences and contextual clues, most pupils should be able to distinguish between meanings of the following homographs:

(continued on page 359.)

Materials	Suggested Activities
3. Smith's Creative Teaching of Reading in the Elementary School, Allyn and Bacon.	3. Have pupils act out the meanings of new words such as pestering, delivering, impatient, shuttle, hesitated, anxious, courage, relay, mechanical, mysterious, problem. Have pupils give examples of things that are solemn, special, precious, delicious, foreign. Have pupils use the dictionary to check variations in meaning for words like run, mold, company, and so on. In presenting new reading words to the class, the Macmillan text recommends the following: 1. List the new words on the board. 2. Divide each word into syllables. 3. Use diacritical markings to indicate short and long vowel sounds. 4. Mark silent letters. 5. Use primary accent to mark stressed syllables. The above procedure serves as a good beginning for discussing the meanings of words and their variant forms.

2.5 Meanings of Words (continued)

3. Contextual clues.

3. Continued from page 357:

weigh-way
rein-rains
eight-ate
whole-hole
bare-bear
weekly-weakly
pail-pale
shoot-chute
knot-not
forth-fourth

2.6 Understanding Other Graphic Markings

1. Capital letters.
2. Juncture signals.
3. Quotation marks.
4. Contractions.

By this time all pupils should be able to give reasons for words in context being capitalized. Similarly, all pupils should be able to explain the uses of punctuation marks, with the exception of the semi-colon. All of these graphic markings are important for third grade pupils to understand. But the understanding should be conveyed through writing and speaking. Therefore, more on these markings are given to other subheadings such as 1.43 "Interpreting Stories and Poems," 1.53 "Fluency in Speaking," and 3.32-3 "Capitalization and Punctuation in Writing."

2.7 Developing Reference Skills

2. Dictionary.

2. Through practicd in alphabetizing, through directions given for finding guide words, and through teacher-pupil discussions on what to expect in a dictionary, most pupils should be able to do most--but not all- of the following:
(continued on page 361)

Materials
2. Check on the availability of Scholastic, Scott Foresman, Thorndike, and Webster dictionaries for pupils in third grade.

2.7 Reference Skills

2. Dictionary.	2. Continued from page 359: 1. Use guide words to locate a word. 2. Read aloud the syllables of the new word. 3. Note which syllable in a word is accented. 4. Note several definitions and select one for a given context.
3. Text books.	3. Through previous experiences in using the table of contents, most pupils should be able to tell on what page a story in the reader begins and ends.
4. Thesaurus.	4. Later in the year, after the teacher introduces the thesaurus to small groups of pupils, several pupils from the group should be able to experiment with its use and then explain to the class how to locate words and how to use the thesaurus when writing.

2.8 Interpreting Literature.

1. Distinguishing between conventional types of literature.	1. By the end of third grade, pupils should be familiar with various types of literary forms. Very obvious to most pupils will be differences between fiction and nonfiction, between narratives, dramas, and poems. But pupils should be able to make finer distinctions. Through the teacher's explanations of various types of literature in the basic readers and through the pupils' range of reading and listening experiences with "outside stories," most pupils should be able to give examples of most of the following: biblical stories, myths, legends, fables, biographies, and historical accounts.

Materials	Suggested Activities
See pages 223-225 for other objectives which are applicable here.	Dictionaries: In preparing pupils to use the dictionary, consider introducing the following: 1. Macron and breve markings for long and short vowels. 2. Primar~~l~~y accent marks in polysyllabic words. 3. Numbered definitions for a word entry. 4. Guide words.
	Consult librarian about library tours and use of other references such as World Book, New Book of Knowledge, and Britannica Jr.
Thesaurus: In Other Words, Scott Foresman.	
Words to Live By, Scott Foresman.	
Dictionary of Synonyms for Elementary School, Scholastic.	

2.8 Interpreting Literature (continued)

2. Reading poetry.

Images:

2. When discussing a set of poems such as "Fog," "Smells," "Slippery," and "The Ice-cream Man," most pupils should be able to identify lines that appeal to the reader's sense of seeing, hearing, tasting, or touching.

After the teacher guides the pupils to identify contrasting images within poems, most pupils should be able to tell which lines in other given poems show a contrast. For example, after seeing the contrasting images in poems such as "Choosing Shoes" (BTG) and "Rain" (OLT), most pupils should be able to find a contrast of images within a more difficult poem such as Walter de la Mare's "Silver" (OLT). While reading "Silver," the pupil should be able "to see" what is still and what is moving. It is through seeing a relationship between contrasting images that the reader often arrives at a meaning.

Form:

After seeing many different shapes of poems (some that are long and skinny, some that are short and squatty, and some that are in the shapes of things like Christmas trees, buildings, apples and so on), most pupils should be able to tell how some of the shapes of poems might tie-in with the meaning.

When reading narrative poems such as "Arvin Marvin Lillisbee Fitch" (BTG), most pupils should be able to tell how the poem moves like a story.

Materials

2. Title Abbreviations:
BTG - Better than Gold
MTW - More than Words
OLT - Our Language Today

Suggested Activities

2. For the first objective listed on page 363, the teacher might introduce four or five poems as a set and then ask the class to tell which of the poems mostly appeals to a given sense.

When discussing Walter de la Mare's "Silver," have the class identify those lines which describe a "silent moving in the moonlit night":

> ....
> A harvest mouse goes scampering by
> With silver claws and silver eye;
> And moveless fish in the water gleam,
> By silver reeds in a silver stream.

Then have the class note the contrast between the movement of the mouse and the absolute calm of everything else in the night---except, perhaps, the silver reeds. The pupils might discuss whether or not the reeds were moving. The repetition of the /s/ sound in the poem might convince some pupils that they were.

2. Poetry.

Form:

2. In poems such as "Choosing Shoes" (BTG) or "Roads" (BTG) or "At the End of the Field" (NTW)---poems in which the pivotal lines are very apparent, most pupils should be able to tell in which lines or stanzas there is a major shift in the point of view being expressed.

In other poems such as "Spring May," most pupils should be able to note that the poem is made up of questions and answers raised by the speaker.

After listening to the teacher read the poem, most pupils should be able to tell whether the poem moves fast, slow, or changes in tempo. After identifying repetitions of sounds, words, and various structures, and after discussing some uses of punctuation in the poems, some of the more perceptive pupils should be able to cite several characteristics of the poem which contribute to poetic movements.

When reading and discussing poems like "Windy Nights" (OLT)----in which a very definite beat sets a type of ballad meter, most pupils should be able to describe the meter in terms of "what moving object it sounds like."

The poem and the reader:

In discussing many good poems that tell a story or express a feeling, all pupils should be able to share truths that they found in the poems. (See page 365.)

Materials

Dunning's Reflections on a Gift of Watermelon Pickle, Scott Foresman.

Lewis's Miracles, Simon & Schuster.

Lawrence's A Beginning Book of Poems, and An Invitation to Poetry, Addison Wesley.

The Roberts English Series, Book 3, Harcourt, Brace, & World.

Suggested Activities

Form: Last year, pupils were introduced to the terms stanza, quatrain, and couplet. Very likely pupils will need reinforcement in learning these terms. However, use the terms only to help the pupils see something meaningful about the poem.

Movement: With some poems, ask the class if the movement adds to the meaning: How does the poem sound? Scarey? Silly? Solemn?

The poem and the reader: In some cases sharing the truth about a poem will mean the pupils responding to questions such as "Have you ever held a fish in your hand? What did it feel like?"; or in some cases it might mean the teacher getting pupils' comments after she tells about an experience related to one described in a poem; or in some cases it might mean writing a poem and sharing it with the class; in other cases it might mean drawing a picture about a subject in a poem.

2. Poetry.

Poet's treatment:

2. With some poems, most pupils should be able to tell which words indicate that the poet is sharing a fun-with-words-kind-of-thing with the reader. For example, when discussing "Choosing Shapes," pupils should be able to cite the following as indicative of a "fun with words" treatment on the part of the poet:

Dandy-dance-by-night shoes
Perhaps-a-little-tight shoes
Step-along-like-that shoes
Wipe-them-on-the-map shoes

After discussing various aspects of form, movement, and imagery, some of the more perceptive pupils should be able to tell what in a poem makes the reader sense a difinite mood of solemnity, carefreeness, and so on.

Comparing poems:

When comparing two poems which deal pretty much with the same subject, some of the more perceptive pupils should be able to note differences in tone. For example, when comparing "A Package of Seeds" (BTG) and "Seeds" (OLT), some pupils should be able to distinguish between speakers, movements, and the roles of the reader, to determine which poem might be considered "lighter verse."

Frequently, pupils should indicate their own taste in poetry by bringing in poems to share with the class or the teacher.

Materials

Suggested Activities

2. Have the pupils note the use of the expression "flitter-twitter" in Brooks's poem "Snow" (OLT). Ask the class to tell if this expression adds to the description of snow falling.

   After the class has discussed "Snow," tell them that Gwendolyn Brooks is a young Negro poetess. Note if the class observes any racial implications in the poem.

2.8 Interpreting Literature (continued)

3. Reading fiction. Details about characters:	3. Frequently, pupils should be able to identify story lines or pictures which suggest something about the educational level, the socio-economic level, the geographical location, or the occupation of the characters.
	When re-reading a story with the class, most pupils should be able to identify lines upon which strong inferences about characters can be drawn. (See page 270)
	In discussing many of the stories, most pupils should be able to locate details that tell the reader what a character thinks of himself.
	When discussing how the characters felt and what they did, pupils should be able to guess at motives for the characters' behavior, citing lines upon which the guess was made.
	In stories such as "Stranger in the City," most pupils should be able to tell how the two main characters are very opposite in their attitudes and behavior.
	Most pupils should be able to tell how and why some of the characters change in the stories.
Details about sequence:	When discussing problem-type stories, most pupils should be able to list the sequence of steps which lead the character(s) to solving the problem.

Materials

Instructional:

Pooley's English Language Arts in Wisconsin, Department of Public Instruction; Madison, Wisconsin

Smith's Creative Teaching of Reading and Literature, Allyn and Bacon

Suggested Activities

Drawing Inferences:

Have the class note what the characters say, what they do to other people, and what other people do to them. What a character says will often serve as an apparent clue to the type of person the author is describing.

> "It's about time you arrived. Untie that horse at once and bring her out." (From "Stranger in the City," BTG)

> "'No, child,'she said with a sigh. 'You're too young....Run along dear.'" (From "A Monday to Remember," BTG)

When pupils describe characters with words such as lucky, wise, foolish, sad, guilty, and so on, ask them to give an example of the character's behavior to support the word choice.

> "In what way was the king a very wise man? Would you say he was a very intelligent man? What do you mean by wise? Are all intelligent men wise men? If you had to make a choice, would you rather be a wise man or an intelligent man? Why?"

2.8 Interpreting Literature (continued)

3. Reading fiction.	3.
Details about sequence:	After silently reading a given number of pages which suggest the story problem, most pupils should be able to answer the question: "What problem do you think ____________ will face in the rest of the story?" When discussing "what happens in the story," most pupils should be able to tell which incident(s) indicates a major shift in the story: "What one thing did ______ do to save his family?" "Who intervened to save the day?" When discussing what happens in a folk tale that has an ironic ending, most pupils should be able to tell what "funny twist" there is in the ending of the story. (See "Golden Windows," BTG)
Details about mood:	Most pupils should be able to locate story pictures and descriptions which suggest how a character feels about the condition he is in.
Relating the story to self:	Frequently, all pupils should share their own feelings about characters or about what they would do if they were in a situation, described in the story For example, after reading a story in which the character is puzzled by several possible ways he could solve a problem, all pupils should be able to tell which course of action they would take and give a reason for their choices.

Materials	Suggested Activities
Skill Building:	
SRA Individualized Reading	Encourage slower readers to do much oral reading. Choral reading is frequently a big help.
Readers' Digest Story Series	
	Bring in books that appeal to children at various levels of reading ability and interests.
Enrichment:	
Scholastic Books	
Values to Live By, Addison-Wesley	
*Wide Horizon Series, Scott Foresman	
*Climbing Higher, Houghton Mifflin	
*Literature Series, Harcourt Brace & World	
*Martin's Sounds of a Young Hunter, Holt, Rinehart, & Winston	Relating story problems to real problems:
*Recommended for advanced pupils.	Frequently invite pupils to cite story incidents that closely tie-in to real-life incidents---even with folk tales. For example, when discussing "William Tell," have pupils relate the tyrannical rule of the king to forms of tyranny found in countries today. Communist rule in Czechoslovakia might serve as one example.

2.8 Interpreting Literature (continued)

3. Reading fiction.	3. After discussing a moral or a lesson found in a fable, most pupils should be able to tell how the lesson might be applied to people and situations in the world which they know.
Relating conflicting forces within the story:	In the third grade texts, some of the plots are much more involved than the plots in previous texts. In discussing a story problem, most pupils should be able to cite several points of view which add to the complexity of the plot situation.
	In discussing stories, most pupils should be able to cite sharp contrasts between characters. "In what ways are these two characters quite opposite of each other?"
Relating the author's treatment:	In class discussion, the more perceptive pupils should be able to cite conditions in several stories which make the narratives seem true-to-life, or in some cases very unconvincing.
Drawing conclusions about the main idea:	When comparing stories within a unit most pupils should be able to tell how some of the stories and poems are related in theme. For example, after reading the unit "Your Land is Mine," pupils should be able to tell how some of the stories give one example of what it means to be an American.
	After reading and discussing a story with several episodes, most pupils should be able to tell the main idea to which all the episodes are related.

Materials	Suggested Activities
	Stories in which the plot thickens: "Meet Minny" and "Mr. Peabody's Ducks" are two that would fit will here.
WVEC Films: F-80580 "Orange and Blue" F-40512 "The Kid"	One way to get at how an author treats the subjects in his work is to start with observations about film designs. "Orange and Blue" and "The Kid" are two good films to use at this grade level. From a discussion on how a film director uses color, setting, and action to convey a particular mood in a story, pupils can move to ways in which the author uses descriptions of characters, setting, and plot to evoke a feeling on the part of the reader.

2.8 Interpreting Literature (continued)

3. Reading fiction.

Drawing conclusions about the merit of a work:

3. When comparing stories, most pupils should be able to cite several stories which have one merit in common. For example, pupils might say,"Story A and Story B are both good because they're suspenseful. And I like suspenseful stories."

4. Reading nonfiction.

4. Usually, most pupils should be able to act out the simple directions for skill building activities.

Finding details:

When discussing informative types of articles, most pupils should be able to identify information that is relevant to a framework for understanding the message. For example, pupils should be able to identify lines that tell when-where-under what conditions-and in what order-and for what reasons---depending on the intent of the article.

After reading an informative article, such as "Spiders," most pupils should be able to accept or reject correctly a series of statements about the topic covered in the article. After accepting or rejecting a given statement, pupils should be able to locate lines in the article that support their response.

When discussing nonfiction such as "The Wright Brothers and "Our Fish Future," pupils should be able to list differences between past and present practices or conditions:

Early Air Travel	Present Air Travel
Primitive Fishing	Current Fishing

Materials	Suggested Activities
	3. After a group of pupils or the whole class have indicated they really enjoyed a particular story, ask them to list reasons why they felt the story was good. Write their reasons on the board and ask the class to consider another "good" story which they had read and to determine how many reasons listed on the board could, in part, be applied to the second story. The aim of this activity is to help pupils formulate their own criteria for judging stories.
	4. Re: Slow Reader Have pupils read directions aloud.

2.8 Interpreting Literature (continued)

4. Reading nonfiction.	
Relating the reading:	4. Frequently pupils should bring in information related to given nonfiction articles in school texts.
Drawing conclusions:	After reading and discussing a nonfiction article, most pupils should be able to list several questions, the answers to which are the main parts of the article. In essence, pupils should be able to tell what questions are answered by the article.

3.0 WRITING

3.1 Controlling Writing Movements

1. Developing writing muscles.	1. Early in the year, before beginning cursive writing, most pupils should be able to practice forming (1) continuous lines of overlapping circles, and (2) continuous up-and-down- lines, moving across the page between parallel lines one-half inch apart from each other. After practicing for a short time within the one-half inch boundaries, most pupils should be able to practice forming the same shapes within one-quarter inch lines.

Suggested Activities

1. Practice Writing: "My children use Flairs because they are larger and have an easy flow. The kids think it's great and try to make papers neat because they can't erase."

3.1 Controlling Writing Movements. (continued)

5. Cursive writing.	5. After following directions on how to practice cursive forms of letters and after practicing common known words in cursive, most pupils should be able to write sentences in cursive by Christmas Vacation.

3.2 Spelling

1. Reliable phoneme-grapheme correspondences.	1. After a brief review early in the year, most pupils should be able to spell correctly the following types of words with reliable phoneme-grapheme correspondences 90% of the time: -monosyllabic words like fat, land, gun, lots, yet, and fox -monosyllabic words ending in -e: grade, white, snake, cake -words beginning with common blends: street, spring, trip, stop, where -common two syllable words with double consonants: dinner, rabbit, letter, kitten -common words with partially the same phoneme-grapheme correspondences: fell-bell, class-grass, cable-table, wagon-dragon, spice-nice, found-round, lock-dock, lunch-munch.
2. Alternative phoneme-grapheme correspondences.	2. After seeing and discussing variations of initial spellings for sounds represented by c and g, most pupils should be able to master in their own writings, spellings of the "known" words which begin with c and g. After reviewing sound-symbol variations for -e ending words such as come, done, (continued on page 381)

Materials	Suggested Activities
"Imagine and Write, My Weekly Reader Practice Book, American Education Publications.	Another teacher comments: "For each of my children I have a writing folder and a 6"X 9" writing chart with directions for forming letters. It seems to work pretty well."
Lyons-Carnhan Writing materials.	Another teacher: "For some children who have difficulty writing, I assign sentences to practice."
Peterson's Adventures in Handwriting, Macmillan.	
I Learn to Write, Seale.	
Rudolph's Let's Write Cursive, Hayes School Publishing Company.	
Charti's Cursive Writing, Zaner-Bloser	

3.2 *Spelling* (continued)

2. Alternative correspondences.

2. Continued from page 379:

have, *love*, and *some*, most pupils should be able to spell correctly the words similar in pattern when writing sentences.

After studying the spelling patterns for words like *table-cable*, *sunny-funny*, *send-mend*, most pupils should be able to note the variations in the phoneme-grapheme correspondences in words like *label*, *money*, and *friend*, and spell correctly variations 90% of the time in spelling quizzes.

After examining and discussing common variations of graphemes for given phonemes, most pupils should be able to spell at least 80% of the words discussed and listed. For example, after listing words containing patterns of graphemes to represent the /i/ sound: *hit*, *England*, *been*, *women*, *busy*, *myth*, *build*; or various patterns to represent the /ey/ sound as in *steak*, *veil*, *obey*, *gate*, *pain*, most pupils should be able to spell correctly 90% of the listed words.

After seeing and discussing "silent-letter words" like *fright*, *tight*, *watch*, and *catch*, most pupils should be able to add other words which may have similar phonemic-graphemic correspondences. After the teacher lists the pupils' words on the board, the class should immediately accept the spelling pattern if it is similar to the given pattern, or classify it as a spelling variation if different graphemes are used to represent the given phoneme. Then after practicing spelling the list of words made-up by the class, most pupils should be able to spell 90% of the words correctly on a spelling quiz.

Materials

Hall's *Sound and Spelling in English*, Chilton Co

Hanna and Hanna's "The Teaching of Spelling," *Reading on Contemporary English in the Elementary School*, Prentice Hall. (Note the section entitled "No Silent Letters.")

Suggested Activities

An Individualized Approach to Spelling:

The following are several suggestions Mrs. Linda Carlson adapted from Mrs. Nancy McGuirk's approach to individualized spelling. Both teachers are at Cumberland Elementary School.

1. Distribute folders to the class so every pupil will have a special place to keep his spelling papers.
2. Pre-test the class with a given list of words from the spelling text.
3. Assign review activities for the given list of words in the text.
4. Tell pupils they will be given a test over twelve words which may be comprised of the following:
    - -words missed on the pre-test*
    - -words missed on previous tests*
    - -words missed in writings*
    - -new words which pupils want to learn

    *required
5. Combine spelling with language studies. For example, have the pupils learn the variant forms of new words; or when teaching quotation marks, have the pupils use the new words in sentences which are direct quotes.
6. Tell the class to choose buddies and to trial test each other in spelling.
7. Have each pupil practice writing the "missed" words.
8. Later in the week have the buddies give final tests to each other. Any words missed should be used on the next final test.

In essence, set up a situation in which the pupils are actively involved in helping each other.

2. Alternative Correspondences.

2. When directed to add letters to given digraphs such as

-oo- and -ow-

most pupils should be able to tell what word their spellings represent. Also, after hearing the words made-up by other members in the class, most pupils should be able to tell which words are alike in phoneme-grapheme correspondences for the given digraph. For example, for the digraph _oo_, pupils might note that the words cook, hook, and foot are alike in vowel sounds but the words room, cool, and food have different vowel sounds.

After seeing and discussing the spellings of common words such as seven, only, color, sorry, and beautiful---words which have rare graphemic-phonemic correspondences, most pupils should be able to spell 90% of the words correctly on spelling quizzes.

After carefully noting the contextual patterns for homophones such as piece-peace, there-their, to-two-too, or-oar, rode-road, no-know, most pupils should be able to select the correct spelling for a given contextual pattern. In their own writings, most pupils should be able to spell these words correctly 80% of the time.

3. Affixes.

3. By the end of the year, almost all pupils should be able to indicate a mastery of spelling plural forms governed by the following principles:

1. To singular forms ending in -ch, -sh, -x, as in church, dish, fox, and

(continued on page 385.)

Materials	Suggested Activities
2. Workbook: Kottmeyer and Ware's Basic Goals in Spelling, McGraw-Hill.	NOTE: For some **pupils** advancing more rapidly, the current spelling book may be unsuitable. The curriculum library at Cumberland contains many spelling texts and workbooks which can be checked out for pupils of various abilities.
	Have pupils consult dictionary frequently when proofreading their papers for misspelled words.
	A real test in spelling is to have the pupils take dictation with your giving the new words in sentences.

3.2 *Spelling* (continued)

3. Affixes.

3. Continued from page 383:

dress, *-es* is added to form the plural.

2. In singular forms ending in *-y*, such as *cherry*, and *party*, the *-y* is changed to *-i* and *-es* is added.
3. In singular forms ending in *-f*, such as *calf* and *half*, the *-f* is changed to *-v* and *-es* is added.

After reviewing sets of words such as those listed below, most pupils should be able to spell correctly 90% of the words studied and be able to explain the spelling principle governing each of the sets:

carry-carries, *hurry-hurries*, *cry-cries*
slide-sliding, *ride-riding*, *skate-skating*
rip-ripping, *swim-swimming*, *get-getting*

After reviewing the phonemic-graphemic correspondences for past tense forms such as *looked*, *asked*, *dropped*, *leaked*, and *jumped*, most pupils should be able to spell the words correctly in their own writings.

After hearing, seeing, and sounding common derivational affixes such as those listed on page 351, most pupils should be able to spell correctly other known words to which the affixes have been added.

4. Compound words.

4. Most pupils should have no difficulty spelling compound words like *airplane*, *anything*, and *grandmother*. However, in

(continued on page 387)

Materials	Suggested Activities
	3. Combine language studies with spelling. Frequently have pupils list variant forms of new words. When discussing derivational affixes, list the new prefixes or suffixes on the board and invite pupils to select new spelling words which use any of the affixes.

3.2 Spelling (continued)

4. Compound words.

4. Continued from page 385:

many cases, pupils may not know when to spell the words together, when to use a hyphen, or when to keep the words separate, as with push-button.

After reviewing the spelling for contractions, most pupils should be able to spell the contracted forms correctly---provided they "hear" the context for the given words. However, many pupils will still need help in spelling contractions such as it's,we're, and they're, since all of these words have homonyms.

5. Borrowed words.

5. After seeing and discussing the spelling of borrowed words such as raccoon, voyage, foreign, and proper names such as Johann, Fritz, Riehl, and Hawaii, most pupils should be able to spell the words correctly if given several opportunities to practice. (All of these words are in the reading texts.)

3.3 Grammaticality in Writing

1. Word order.

1. When given a scrambled set of words such as pretty sister fat is my, most pupils should be able to arrange the words into sentences with several different meanings:

My sister is pretty fat.
My fat sister is pretty.
My pretty sister is fat.

(continued on page 389)

Materials

Suggested Activities

4. Have pupils interpret spellings in the dictionary to determine when to use the hyphen.

5. *Historical Note Regarding the Word Raccoon:*

   As far back as 1608 one can find mention of a strange beast called a *rahaugcum* and a *rauroughcum*. In 1612, William Strachey's "Historie of Trevaile into Virginia Britannia" used this spelling: *aracoune*, meaning "much like badger." John Smith made the spelling *rarowcun* in his 1624 publication of "Virginia." In 1672 emerged the word *raccoon* as we know it today. There were many reasons for the wide variations of spellings in the early part of the 1600's, the most significant being a lack of a dictionary. The instability for the spelling of raccoon is evident even today: check the alternative spelling in the dictionary.

3.3 Grammaticality (continued)

1. Word order.

1. Continued from page 387:

And then after discussing the meanings influenced by the word shifts, most pupils should be able to conclude that meaning is partially determined by the order of words in sentences.

After seeing the teacher identify the subject part and predicate part of short, simple sentences, most pupils should be able to identify the subject and predicate parts of other short sentences.

Through practice and through the teacher's coaching about writing and speaking, most pupils should be able to write sentences containing the correct variant forms for common irregular verbs such as saw-seen, ran-run, went-gone, came-come, gave-given, wrote-written, took-taken, knew-known, and ate-eaten. And by the end of the year, most pupils should be able to use the correct form with the verb helper.

After reviewing the use of verb helpers (auxiliaries), most pupils should be able to select the helper forms which grammatically agree with the subjects of the sentences---provided the pupils "hear" the sentences. (In addition to the BE forms of is, are, am, was, and were, pupils should review the use of HAVE forms as auxiliaries: have, has, had.)

Materials

Suggested Activities

Adding to Sentences: Frequently take time out to discuss with pupils the kinds of information that might be added to sentences. For example, when discussing what could be added to a sentence such as The lion roared, raise questions such as "What words could I add to tell where the lion was?" "What word could I add to tell how the lion roared?" "What word would tell what type of lion it is?"

Here is another thing that might be tried frequently: Give pupils a set of sentences, such as those below, and tell the class to write one simple sentence in which the meanings of all three have been combined.

The lion was angry.
The lion roared loudly.
The lion was in his cage.

The class should come up with a sentence like this:

The angry lion roared loudly in his cage.

Teaching Sentence Patterns: Avoid it. For most pupils this is very difficult. When the pupils reach seventh grade, they will be given a formal approach to word order.

Verb Tense Forms: At this level there is little need to talk about verb forms in relation to time. At the present, a large controversy exists about the number of tenses there are in English. Most linguists will say there are two: present and past. But most teachers still teach three (future) or in some cases the Latinate six. For the sake of consistency in our curriculum, grades 4-12

(continued on page 392)

3.3 Grammaticality (continued)

1. Word order.	1. After hearing the teacher advise the class on the avoidance of obvious usage problems concerning double negatives and pronoun case, most pupils should be able to examine sets of sentences and select the correct choice of usage in the given sentences. (See language text on the use of no and not, and pronouns such as they-them, he-him, she-her, I-me, these-those, and this-that. Again, the emphasis should be on having the pupil repeatedly hear the correct forms in sentences.) After reviewing differences between the use of plural noun forms and possessive noun forms, most pupils should be able to select correct noun forms for given sentences; but more important, most pupils should be able to use the noun forms correctly 80% of the time in their own writings at the end of the year.
2. Capitalization.	2. After reviewing capitalization rules to be used with direct quotations, most pupils should be able to write a short narrative with dialogue and demonstrate and understanding for capitalizing the first word of a sentence used in direct quotation. After reviewing other capitalization rules listed in the language text, nearly all pupils should be able to demonstrate an understanding of capitalization in their own writings. (For a list of capitalization items, see page 257 in this guide.)

Materials

1. Shanes's Linguistics and the Classroom Teacher, ASCD.

   New Directions in Elementary English (Alexander, ed.) NCTE.

Suggested Activities

Continued from page 390:

1. will indicate the following about verb tense:

   Present tense, and past tense are terms used to classify verb forms. Time is a point of reference that specifies a dimension in the universe. The relationship between tense forms and the notion of time is not clear in Modern English. Examine these ~~two~~ sentences: I am finished! - I finished! - I am finished with the book! - I finished the book! - I just finished the book! The first sentence contains the present passive form of finish. Does the first sentence then show present time, and do the other ~~two~~ sentences show past time?

2. Frequently the future time is indicated by the use of will or shall with a present tense verb form. But future time may be signalled by other words in the sentence:

   I will go in the morning.

   Tomorrow--I go!

   When I see your mother, I'm going to tell her what you did.

   I am going at noon.

3.3 Grammaticality (continued)

3. Punctuation.

3. After discussing various ways in which a sentence such as He didn't like the gift might be spoken as a statement, question, or exclamation, most pupils should be able to tell which end punctuation mark is most representative of a spoken delivery of the sentence. (See page 394.)

After hearing the teacher explain the use of the underline to indicate book titles, and after seeing samples of titles inderlined, nearly all pupils should be able to underline the titles of books when writing book summaries.

After reviewing syllabication, and after examining and discussing the uses of hyphens, most pupils should be able to hyphenate correctly between written syllables, when dividing a word into parts in order to avoid crossing a margin.

Through the teacher's **explanations**, the use of models, and practice in writing, most pupils should be able to apply the following rules for use of quotations in their writings at the end of the year:

1. Use quotation marks only around the sentence spoken.
2. Use quotation marks around the entire spoken message, rather than around each sentence within the utterance.
3. If the quotation is a question or an exclamation, place the end mark within the quotes: "Have you seen my dollar?" asked Debbie. Kathy shouted "Get the phone!"
4. Indent to signal when a new person is speaking in a dialogue.

(continued on page 395)

Materials

Suggested Activities

3. Much might be done to have pupils transcribe sentences which they hear you speak. Here is one thing that may be worth a try:

   Have the class list words which classify your reading of a sentence. For example, read the sentence He didn't like the gift in several ways: surprised, astonished, indignant, as a matter of fact, deliberate, condescending. After each reading, ask the class to list words that describe the kind of person who was speaking. Ask the class to write one sentence that included the quotation and described the kind of person who was speaking:

   > Laughing, Jim said,"He didn't like the gift."
   >
   > Very embarrassed and almost ready to cry, the young boy came in and timidly said to his mother, "He didn't like the gift."

   In essence, help the class to see that through added description, rather than punctuation, one can convey how a sentence was spoken.

3.3 Grammaticality (continued)

3. Punctuation.	3. Through practice in writing and reading, and through suggestions from the teacher, some of the more perceptive pupils should be able to use the comma correctly with direct quotations: The Jolly Green Giant laughed and said,"I'd like to see you get out now!" "I saw the little red lamp," the girl said.

3.4 Inventing the Message

1. Rhymes, riddles, and poems.	1. After seeing, hearing, and discussing many types of short descriptive porms, and after hearing brief explanations on forms such as haiku, couplet, quatrain, and listing-types of poems, all pupils should be able to experiment with some of the following: -Short rhyming verse which suggests the writer is having fun with words. -Short rhyming verse which focuses on one particular image. -Haiku poetry: three line poems in free verse which usually describes one happening in nature. Generally the lines are arranged with five syllables in the first line, seven in the second, and five again in the third. However, most American haikus do not adhere strictly to the number of syllables per line. -Free verse which usually focuses on one image or tells a story. -Listing types of poems. Through the teacher suggesting various poetic devices such as rhyme, alliteration, repetition, contrasting images, and poem

(continued on page 397)

Materials

On Poetry:

Hendersen's Haiku in English, Japan Society, Inc., 205 Park Avenue, New York, N.Y. 10017.

Dunning's Reflections on a Gift of Watermelon Pickle, Scott Foresman.

Lewis's Miracles, Simon and Schuster.

Suggested Activities

NOTE: In third grade, pupils receive a big introduction to many punctuation rules. Learning the rules---especially for punctuating quotations---is very difficult for many of the young people. Knowing how to punctuate dialogue, for example, is quite complex and will take several years to master.

For other behavioral objectives regarding the pupils' responses to punctuating sentences, dates, titles, abbreviations, salutations, and closings of letters, see page 257.

See page 387 for spellings regarding contractions.

Four Suggestions for Teaching Poetry:

1. After the class has written haikus, have each pupil do a water color depicting the happening or image in nature the poem describes. (This medium fits haiku poetry very well.)

2. To help the pupils start writing a free verse poem describing one particular image, make up possible first lines of poetry, such as those listed below, and write them on 3 x 5 cards. Have each pupil draw a card and begin writing a short poem, using the line written on the card as the first line of poetry.

   Starters: Wild flowers....
   From the grass....
   With a puff....
   Naked fingers....
   A shadow of....

(continued on page 398)

3.4 Inventing the Message (continued)

1. Poems.	1. Continued from page 395: shape, most pupils should be able to experiment with some of these devices in writing. (For the most part this should be done in a one-to-one situation.)
2. Imaginative stories.	2. Early in the year, most pupils should be able to include in their story, the following types on conditions given by the teacher: -Make-up a story in the first person "I". -Begin your story with: "On the way home from school, I found a ________." -Tell where, specifically, the ________ was found. -Have the narrator tell about a problem that happened to him as a result of his finding the ________. Later in the year, with fewer restrictive types of story conditions given by the teacher, most pupils should be able to compose a story in which there is conflict. For example, after seeing the film "Paddle to the Sea," most pupils should be able to develop a story based on the following: -Pretend you are a real Indian telling a story about one incident in your paddle to the sea. -Give yourself a good Indian name and tell the story in the first person. -Choose to write on any incident that could make the reader feel suspense. After reading and discussing folk tales, most pupils should be able to re-write a common tale, making variations such as a different ending, a new character, a different time, an added incident, a different point of view---as (continued on page 399)

Materials

1. Smith's *Creative Teaching of the Language Arts in the Elementary School*, Allyn and Bacon.

Films which might be used as stimuli for poetry writing:

F40263	"Leaf"
F80078	"Rain Shower"
F40250	"Waters of Yosemite"
FX40700	"A Child's Garden of Verse"

Filmstrips and recordings: "In a Spring Garden"--- especially good for haiku poetry.

The above films and filmstrips are available at WVEC.

2. WVEC films for story writing:

F80580	"Orange and Blue"
F120493	"Paddle to the Sea"
F40512	"The Kid"

Suggested Activities

1. Continued from page 396:

Magic flowers....
Before the storm.....

3. After the class has written a number of short poems, compile the best works from each pupil and include them in a dittoed anthology of pupils' writings.
4. After the class has compiled an anthology of poetry, have them experiment with the medium of film-making to convey the meanings of some of the poems. (See page 318.)

2. Six Suggested Activities for Story Writing:

1. Show film "Orange and Blue" and have pupils write a story in which they substitute story characters for the orange and blue balls.
2. Bring to class three story-type pictures and have pupils select one of the pictures about which to write a story.
3. Have the class make-up a story about a famous character:
   "An Adventure with Blackbeard the Pirate"
   "Jimminy Cricket Calls Again"

(continued on page 400)

3.4 Inventing the Message (continued)

2. Imaginative stories.	2. Continued from page 397: suggested by the teacher. Later in the year, most pupils should be able to write a tale about a character of their own invention. Most pupils should be able to involve their character in one apparent conflict. Some of the pupils advancing more rapidly than others should be able to write a fable.
3. Imaginative description.	3. After discussing various kinds of words and phrases that help the reader to experience a feeling when reading a description for a given setting, most pupils should be able to add details appealing to the senses of hearing, seeing, smelling, touching, or tasting when describing themselves or another character in a make-believe situation. After discussing the use of similes in sentences, most pupils should be able to consciously experiment by adding similes in their own descriptions---the object being to sharpen the focus on an image in writing. (Most pupils will need considerable help in writing effective comparisons.)

Materials

Carlson's Sparkling Words: Two Hundred Practical and Creative Writing Ideas, NCTE.

Suggested Activities

2. Continued from page 398:

   4. Cut out pictures of various dogs. Glue each picture to a piece of cardboard. Have pupils select one picture for their own story entitled "A Dog's Escape."
   5. Invite some of the pupils to invent a dialogue for a given story situation. Have them tape record the dialogue and then write from the tapes.
   6. After discussing something like Sandburg's poem "Bluebird, What Did You Feed On?", have pupils engage in a pretend game of writing a question to an imaginary animal-character:
      "Snake, why do you hiss?"
      "Honkers of the sky, why do you travel south?"
      "Crickets, where do you hide in the winter?"

      Then after the questions have been written on the cards, have everyone draw a card and write an answer to the question, assuming the speaking voice of the animal referred to on the card.

3. Sample Writing of Imaginative Description:

   Once I laid on the ground looking at the sky, I saw a group of birds flying by. If I could fly, this would be the day for me. All at once I had an idea. I took the ladder and put it beside the roof. I climbed up and raised my arms and floated up.

   -Laura

3.4 Inventing the Message (continued)

4. Factual narration.	4. Throughout the year, all pupils should be able to compose two general types of factual narration: one type in which the writer tells about incidents which happened to him personally; another type in which the writer reports something about the world he knows. In the first type, which might be called "autobiography" or "personal writing", most pupils should be able to compose a short paragraph about topics such as those listed on page 402. After hearing the class talk-out the kinds of detail that could be included in a paragraph about any of these topics, most pupils should be able to select an experience and describe it sufficiently to convince the reader that something meaningful did occur. Then at the end of the year, after the class has completed personal writings in narration and description, almost every pupil should be able to select his own best personal writings, revise them, and include them in autobiographical sketch book. In the second type of narrative writing, most pupils should be able to include basic who-what-where-when information when reporting on a historical event or a news event for a special report---such as a classroom newspaper.
5. Factual description.	5. Throughout the year, most pupils should be able to write short descriptions about things which they noticed in their immediate environment--- the object being to report observations and attitudes. For example, when writing about his pet, the pupil might include both factual comments and opinions which support an assertion he can make about his dog Rover:

(continued on page 403)

Materials

Suggested Activities

4. Topics for Factual Narration:

"A Favorite Trip"
"I Remember When..."
"What Happened When I Came in and Asked My Parents....."
"Three Days during the Christmas Vacation"
"Fun Things We Did"
"Things that Usually Happen When I..."

Another type of personal writing that falls under the heading of factual narration is the friendly letter which is an account of recent experiences of the sender. Before the actual writing of the letter, pupils should be able to list two or three incidents intended to be used in the letter. After discussing letter forms and kinds of detail that might be included, most pupils should be able to write a letter to a relative or friend and include several highlights of recent experiences. In the letters, some of the sentences may not be clear, and many may be in need of more interesting detail. After the teacher helps the pupils to identify sentences that are not clear, and after she talks-out with the class several types of interesting detail that could be included, most pupils should be able to revise their papers and have clearer and more imaginative second drafts.

Have pupils write a TV script for a show entitled "The Month That Was." Have various pupils report the highlights of the local and national news.

Request copies of the Third Grade Tribune, c/o Miss Pittman, Burtsfield School.

Have the class plan and write a class newspaper.

5. Factual description.

5. Continued from page 401:

Assertion: My dog Rover is funny.
Support:
---He has big feet.
---One of his ears is brown and the other is white.
---He falls all over himself.
---He is so big that he looks silly when he jumps on my bed.
---He sometimes tries to hide under my bed, but he's too big to get under it.

However, before reaching the final stages of composing a descriptive paragraph, pupils should be able to talk-out what they want the reader to understand about their topic. By answering questions calling for facts and opinions about a topic, by seeing details that might be used in the descriptive writing, and by discriminating between various choices, most pupils should be able to select details which best fit the purpose of the assignment.

After hearing the teacher explain the purpose for a given assignment, and after discussing "who will be reading the assignment," and "what details could be used to convey the message to the reader," most pupils should be able to write descriptions in which tone is noticeably controlled. For example, the teacher might have the class write two descriptions about the weather. In one description, the tone might be objective; in the other the tone might be

(continued on page 405)

Materials

Suggested Activities

5. Try to avoid terminology such as topic sentence and assertion. Questions such as the following might be used in having the class design lead sentences: "What one sentence best describes your dog?" "What statement would you make to summarize your feelings about your dog?"

The following are other topics which might be used for descriptive writing:
"The House Where I Live"
"A Saturday Morning"
"A ________ Place in the Park"
"I Saw Something You Didn't See"

TWO TYPES OF DESCRIPTION:

A. Purpose: To write an objective report of the weather for The Burtsfield Bugle.

"March Weather"

Today, March 4, is fair. At 1:40 the temperature is 39°. Skies are clear to partly cloudy. The precipitation is 0, and the winds are mild from the north. The barometer reads 30.8

(continued on page 406)

3.4 Inventing the Message (continued)

5. Factual description.	5. Continued from page 403: subjective. Both are descriptions, but one offers a more personal point of view.
6. Argumentative writing.	6. As a part of many assignments in which the writer is to state his opinion,most pupils should be able to include logical reasons to support their opinions---provided the teacher gives examples of the kinds of reasons that might be included. These assignments may be book reports in which the pupil is to tell why he did or did not enjoy a particular book; a descriptive writing in which the writer suggests why he felt a certain way about his subject; or a paragraph on a topic such as "If I Could Change Anyone's Attitude." In essence, through talking out assignments with the teacher and the class, most pupils should be able to select detail that convince the reader of the intent of the writer.

3.5 Organizing the Message

1. Leading the reader.	1. By talking out possible choices of words for titles and opening lines in paragraphs, most pupils should be able to lead the reader to a relevant point about the subject of the writing.

Materials

Suggested Activities

5. Continued from page 404:

B. Purpose: To tell your parents how the weather made you feel.

Today is the kind of day that gives me the blas. The sky is cloudy and it is cold. I'd like to go home and read a book that's better than the books at school.

A Writing Suggestion: Have the class keep a log of observations made of science project work or the behavior of one member in the family. Tell the class to make the daily entries sound very objective---like scientific experiments. Attention to concrete detail should be stressed.

3.5 Organizing the Message (continued)

1. Leading the reader.	1. Through imitating Richard Young's TRI approach (see page 408), almost all pupils should be able to design a sequence of sentences that lead the reader to a discovery about the writer's feelings. In similar approaches throughout third grade and the school years following, most pupils should be able to develop skills in consciously shaping a composition that guides the reader.
2. Designing a sequence.	2. After discussing the purpose, audience, kinds of detail, and possible arrangements of details, most pupils should be able to order the content of their writing in most of the sequences given on page 408---provided the teacher directs the pupils in ways to approach the writing task.
3. Outlining.	3. After reading a brief report and discussing what main questions are answered by the report, most pupils should be able to write a brief outline based on the given questions. For example, after reading a report on spiders, the class might decide that the report answered two main questions: "Where do spiders live?" and "How are spiders helpful?" The major headings for the outline might then be based on the questions: I. Spiders live almost everywhere. A. Some live in houses and barns. B. Many are found in gardens and fields and woods. C. Some live on mountaintops. D. Some even live under water.

(continued on page 409)

Materials

Suggested Activities

Young's TRI Approach: Have the class write a three sentence paragraph with the following sequence. The first sentence should state the topic area (this is not a topic sentence); the second sentence should restrict the topic (usually through the use of detail); the third sentence should illustrate the topic. In essence, the design allows the reader to move from a level of general meaning to a level of specific meaning.

Topic: Today is a dorpy day and I feel dorpy too.

Restriction: The grass is brown and it is not fun to play on.

Illustration: I feel like going home and flopping in my bed.

Types of Sequence:

-A chronological sequence telling what happened when and where and in what order.

-A cause-effect sequence in which reasons or examples are given as support.

-A problem-solution sequence in which both the problem and the solution are identified.

-A sequence in which the topic idea is stated in the first sentence and the sense impressions follow.

-A sequence in which the sense impressions appear in the beginning sentences and the subject of the description is identified at the end.

3.5 Organizing the Message (continued)

3. Outlining.	3. Continued from page 407: II. Spiders are helpful in several ways. A. They eat insects such as flies and mosquitoes. B. Spider silk is used in telescopes. From the outline prepared by the class, most pupils should be able to compose a brief report.

3.6 Improving Style

1. Elimination.	1. After the teacher helps the pupils to identify good and weak points in their compositions, most pupils should be able to re-write their papers with some elimination of details that are irrelevant. After being guided in listening to their own writings, most pupils should be able to pick out words that are repeated too often and eliminate them in a revision.
2. Substitution.	2. After the teacher helps the pupils to identify expressions that are vague or inappropriate, most pupils should be able to substitute other words that are more precise or imaginative--- provided the teacher offers several suggestions for types of words that could be substituted.
4. Re-arranging.	4. After the class discusses how several simple sentences can be combined to make up one sentence, some of the pupils should be able to apply simple sentence combining techniques when revising their papers.

Materials	Suggested Activities
	NOTE: The current language text presents a confusing example of writing and outlining. One of the major headings in the example is illogical. It would be much better if you made up your own example and avoided the one in the text.
	Outlining can take many forms. Just helping pupils to realize kinds of details or the kind of supportive statements they can include in their writings is one approach to ordering content.
Folta's *Three Strategies for Revising Sentences*, ICTE.	Frequently allow pupils to read their writings into tape recorders. The play-back should help pupils to discover obvious communication problems.

GLOSSARY

affix: a prefix or suffix.

antonyms: words that are opposite in meaning.

aural discrimination: telling the differences between various sounds.

aural memory: mental retention of a sound sequence.

base form: a simple form of a word; without affixes.

base sentence: a simple sentence without modifiers attached.

conjoining: combining; connecting two simple sentences.

digraphs: two letters which represent one sound.

homograph: two different words which are spelled alike and pronounced the same.

homophone: words that sound alike but are spelled differently.

homonym: the same as a homograph or a homophone.

inference: meaning "read into" context.

intonations: various patterns of pitch, stress, and juncture in speaking.

juncture signals: graphic symbols such as commas or periods, pause in speech.

kinesthetic: derived from a sensory experience.

levels of meaning: a continuum of of specificity for word meanings, canine, dog, collie.

morpheme: a minimal unit of meaningful sound, as bear, pre-,-er.

modes of expression: attitudinal types of expression, as satire is a type.

mood: atmosphere in a setting; nature of a condition.

non-linguistic sounds: sounds not derived from a language code.

phonemic-graphemic correspondences: relationship between the written symbol and the sound it represents.

phonogram: any character or string of characters to represent sound. (a loose term.)

quatrain: a four line stanza.

referent: that which a word represents.

rhyming couplet: two rhyming lines of poetry, aa.

Glossary (continued)

reliable correspondences: consistent spelling patterns in sound-symbol relationships.

sound string: a series of uninterrupted sound units. A phrase or a sentence may be a sound string.

sound unit: In this guide, spoken syllables are referred to as "sound units."

structural affix: a suffix that changes the form of the base word: go - going.

syntactic clue: a grammatical clue such as "word order."

syntax: the grammatical relatedness of words in a sentence.

synonyms: words that are similar in meaning.

variant forms: different forms for the same word, go - goes - went - gone - going.

WVEC: Wabash Valley Education Center.